DOCUMENT RESUME

ED 107 666 SP 009 293

AUTHOR Kitts, William H.
TITLE The Opinions of Northeast Missouri Social Studies Teachers Related to Student Teacher Placement and Evaluation.
PUB DATE Jul 75
NOTE 145p.; Ed.D. Dissertation, Walden University

EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE
DESCRIPTORS *Cooperating Teachers; Inservice Teacher Education; Social Studies; Student Teachers; Surveys; *Teacher Attitudes; Teacher Education; *Teacher Evaluation; *Teacher Placement
IDENTIFIERS *Missouri

ABSTRACT

This study attempts to identify the opinions of social studies cooperating teachers toward student teacher placement, role relationships, evaluation, and inservice education. The hypothesis for this study was that northeast Missouri social studies cooperating teachers' opinions toward student teacher placement and evaluation would indicate that substantial changes are necessary in existing programs. A 31-item survey instrument was employed to elicit cooperating teachers' responses to four research questions dealing with placement, role relationships, evaluation, and inservice training. The study surveyed 464 cooperating teachers employed in junior and senior high schools, and selected at random a sample of teachers from the service area of Northeast Missouri State University. The data obtained were tabulated using two different configurations: (a) numbers and percentages for males, females, and totals; and (b) numbers and percentages according to the four school enrollment categories. The responses to each item were then analyzed in terms of their implications for teacher education partnerships. Responses indicated that changes should be made in the programs. (Also included are tables and figures depicting teacher responses.) (Author/JS)

ED107666

THE OPINIONS OF NORTHEAST MISSOURI SOCIAL STUDIES TEACHERS RELATED TO STUDENT TEACHER PLACEMENT AND EVALUATION

By

William H. Kitts

B.S. Eastern Michigan University 1959
M.A. Eastern Michigan University 1962
M.A. Eastern Michigan University 1965
Ed.S. Eastern Michigan University 1969

Loren V. Grissom

Loren V. Grissom, Ed.D., Advisor
Director of Student Teaching
Northeast Missouri State University
Kirksville, Missouri

A Dissertation Submitted in Partial Fulfillment of
The Requirements for the Degree of
Doctor of Education

WALDEN UNIVERSITY

JULY 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

SP 009 293

TABLE OF CONTENTS

	Page
LIST OF FIGURES	iv
LIST OF TABLES	v
ACKNOWLEDGMENTS	ix
Chapter	
I. INTRODUCTION	1
Need for the Study	3
The Problem	4
Significance of the Study	6
Methodology	6
II. REVIEW OF THE LITERATURE	9
Introduction	9
Research Question One: What Are the Opinions of Cooperating Teachers Toward Student Teacher Placement?	9
Research Question Two: What Are the Opinions of the Cooperating Teachers Toward Role Relationships in Student Teaching Placement?	22
Research Question Three: What Are the Opinions of Cooperating Teachers Toward Student Teaching Evaluation?	29
Research Question Four: What Are the Opinions of Cooperating Teachers Toward Inservice Education of Cooperating Teachers?	41
III. DESIGN OF THE STUDY	46
Population and Sample	46
Rationale and Justification for the Survey Instrument Items	47
Data Collection	50
Analysis of Data	53
Rationale: A Model for Program Revision	57

Page

IV. ANALYSIS OF THE DATA 59

Answers to Research Question One: What Are the Opinions of Cooperating Teachers Toward Student Teaching Placement?. 60
Answers to Research Question Two: What Are the Opinions of Cooperating Teachers Toward Role Relationships in Student Teacher Placement? 81
Answer to Research Question Three: What Are the Opinions of Cooperating Teachers Toward Student Teacher Evaluation?. 89
Answers to Research Question Four: What Are the Opinions of Cooperating Teachers Toward Inservice Education of School Personnel? 109
Acceptance of the Hypothesis 113

V. SUMMARY AND RECOMMENDATIONS. 116

Purpose. 116
Hypothesis 116
Methodology. 116
Key Findings 117
Model for Revising Practices in Student Teacher Placement and Evaluation 118
Recommendations. 119

APPENDICES. 121

A. Participating Schools. 122
B. Cover Letter Mailed with Questionnaire 125
C. Questionnaire. 127

BIBLIOGRAPHY. 131

LIST OF FIGURES

Figure		Page
1.	Geographical Service Area	52
2.	Sex of Cooperating Teachers	62
3.	Size of Schools	63
4.	A Model for Revising Practices in Student Teacher Placement and Evaluation.	115

LIST OF TABLES

Table		Page
1.	Personal Data: Numbers and Percentages.	61
2.	Male, Female, and Total Responses to Item 1.	64
3.	Responses to Item 1 Grouped by the Four Enrollment Categories	64
4.	Male, Female, and Total Responses to Item 2.	65
5.	Responses to Item 2 Grouped by the Four Enrollment Categories	66
6.	Male, Female, and Total Responses to Item 3.	66
7.	Responses to Item 3 Grouped by the Four Enrollment Categories	67
8.	Male, Female, and Total Responses to Item 10	68
9.	Responses to Item 10 Grouped by the Four Enrollment Categories	69
10.	Male, Female, and Total Responses to Item 23	69
11.	Responses to Item 23 Grouped by the Four Enrollment Categories	70
12.	Male, Female, and Total Responses to Item 24	71
13.	Responses to Item 24 Grouped by the Four Enrollment Categories	72
14.	Male, Female, and Total Responses to Item 26	73
15.	Responses to Item 26 Grouped by the Four Enrollment Categories	73
16.	Male, Female, and Total Responses to Item 27	74
17.	Responses to Item 27 Grouped by the Four Enrollment Categories	75
18.	Males, Females, and Total Responses to Item 28	76

Table | Page

19. Responses to Item 28 Grouped by the Four Enrollment Categories 77
20. Male, Female, and Total Responses to Item 31 78
21. Responses to Item 31 Grouped by the Four Enrollment Categories 78
22. Male, Female, and Total Responses to Item 29 79
23. Responses to Item 29 Grouped by the Four Enrollment Categories 79
24. Male, Female, and Total Responses to Item 16 82
25. Responses to Item 16 Grouped by the Four Enrollment Categories 82
26. Male, Female, and Total Responses to Item 21 83
27. Responses to Item 21 Grouped by the Four Enrollment Categories 84
28. Male, Female, and Total Responses to Item 22 85
29. Responses to Item 22 Grouped by the Four Enrollment Categories 85
30. Male, Female, and Total Responses to Item 25 86
31. Responses to Item 25 Grouped by the Four Enrollment Categories 87
32. Male, Female, and Total Responses to Item 30 88
33. Responses to Item 30 Grouped by the Four Enrollment Categories 88
34. Male, Female, and Total Responses to Item 4. 89
35. Responses to Item 4 Grouped by the Four Enrollment Categories 90
36. Male, Female, and Total Responses to Item 5. 91
37. Responses to Item 5 Grouped by the Four Enrollment Categories 91
38. Male, Female, and Total Responses to Item 6. 92

Table		Page
39.	Responses to Item 6 Grouped by the Four Enrollment Categories	93
40.	Male, Female, and Total Responses to Item 7	93
41.	Responses to Item 7 Grouped by the Four Enrollment Categories	94
42.	Male, Female, and Total Responses to Item 11	95
43.	Responses to Item 11 Grouped by the Four Enrollment Categories	95
44.	Male, Female, and Total Responses to Item 12	96
45.	Responses to Item 12 Grouped by the Four Enrollment Categories	97
46.	Male, Female, and Total Responses to Item 13	98
47.	Responses to Item 13 Grouped by the Four Enrollment Categories	98
48.	Male, Female, and Total Responses to Item 14	99
49.	Responses to Item 14 Grouped by the Four Enrollment Categories	100
50.	Male, Female, and Total Responses to Item 15	101
51.	Responses to Item 15 Grouped by the Four Enrollment Categories	101
52.	Male, Female, and Total Responses to Item 17	102
53.	Responses to Item 17 Grouped by the Four Enrollment Categories	103
54.	Male, Female, and Total Responses to Item 18	104
55.	Responses to Item 18 Grouped by the Four Enrollment Categories	105
56.	Male, Female, and Total Responses to Item 19	106
57.	Responses to Item 19 Grouped by the Four Enrollment Categories	106
58.	Male, Female, and Total Responses to Item 20	107

Table Page

59. Responses to Item 20 Grouped by the Four Enrollment Categories 108

60. Male, Female, and Total Responses to Item 8. 110

61. Responses to Item 8 Grouped by the Four Enrollment Categories 110

62. Male, Female, and Total Responses to Item 9. 111

63. Responses to Item 9 Grouped by the Four Enrollment Categories 112

ACKNOWLEDGMENTS

For their help in critiquing and responding to the questionnaire items and for their general advice the writer wishes to express his appreciation to the school administrators and the social studies teachers in the University's service area. A special work of thanks goes to the University faculty and staff personnel who encouraged the writer to undertake this investigation.

Faculty members of Walden University who have contributed to this writer's knowledge and skills are greatly appreciated. Special acknowledgment goes to my faculty advisors, Dr. Robert Pitcher, Dr. Bob Blancett, and Dr. Loren Grissom, for their assistance and guidance.

I am indebted to my wife, Beverly, for her editing and wise counsel during this investigation; to my daughter, Debra, for her encouragement; to my son, Douglas, for his understanding; and, to Suzan Stremel for her typing.

W. H. K.

CHAPTER I

INTRODUCTION

The arrival in the public schools of university social studies students to accept the responsibility of student teaching has long constituted a most demanding challenge for public school and university personnel. The success of the social studies student teachers rests heavily on the public school teachers who agree to supervise their field experiences. In the service area of an institution of higher education the teacher education program is necessarily dependent upon the cooperation of the teachers in the public schools. Where the students are placed and with whom significantly influences the extent to which they are successful as student teachers.

Student teaching, like most other phases of teacher education, has recently undergone considerable change. Men like Alvin Toffler, Dwight Allen, and James Conant have spoken and written about educational change, thus bringing a good deal of publicity to teacher education. Student teaching appears to be universally accepted and regarded as the most crucial aspect of any teacher education program. In light of this, it occurred to this researcher that identifying the opinions of social studies cooperating teachers in the service area of Northeast Missouri State University toward selected questions would be a timely contribution.

The motivation to do this research came from reactions to the February 1973 joint annual meeting of the American Association of Colleges for Teacher Education and the Association of Teacher Educators

held in Chicago, Illinois. This meeting reflected some of the concerns that the social studies teacher education program had been dealing with in northeast Missouri. The literature and research papers obtained at this meeting highlighted the need for careful, systematic planning in key facets of student teaching programs: placement, role relationships, evaluation, and inservice education of cooperating teachers. However, the literature also indicated that such planning is not widespread:

> Few teacher education programs have been planned on the basis of student needs. They have instead been based upon what those involved in teacher education have thought to be best for students. Professors, administrators, State Departments of Education and others have used an eclectic approach to program planning which has resulted in programs that often are far removed from student needs.[1]

For many years cooperating teachers, university supervisors, and other teacher education personnel have been preparing lists of essential elements for student teaching field experiences. This researcher has spent time in the public schools working with administrators, cooperating teachers, and student teachers dealing with the problems of the field experience aspects of the teacher education program and tends to agree with Masla and Arends when they state:

> Questions related to this problem area are related to the establishment of new kinds of relationships with public schools, where the public schools become partners in the educational process of training teachers as well as teaching children.[2]

---

[1] I. V. Ahnell and Ronald K. Templeton, "Evaluating a Teacher Education Program." Paper presented at the Association of Teacher Education Meeting, Chicago, Illinois, 23 February 1973, p. 1.

[2] John A. Masla and Robert L. Arends, Related Problems and Strategies for the Development and Implementation of Competency-Based Teacher Education (New York: State University College at Buffalo, 1973), p. 10.

A weighty responsibility which must be assumed by the cooperating teacher, the student teacher, and the university supervisor is inherent in the question, should any student teacher ever fail? In Missouri's case, certification is automatic once a student teacher receives a passing grade. Cooperating teachers and university supervisors are faced with some real problems when working with weak or low performance student teachers in the field. However, many states do not have automatic certification. Some have developed screening programs or specific steps that the student must complete before certification is granted.

It seems clear that a study of cooperating teachers' opinions toward selected issues in student teaching would assist teacher educators in meeting the growing challenges which they confront in the evaluating and revising of existing programs.

Need for the Study

The personnel of school-college teacher education partnerships have come to recognize the need for refinement in the procedures employed in the planning and conducting of student teaching programs. The necessity for improvements in student teacher placement and evaluation, personnel role relationships, and inservice training is widely acknowledged.

This investigation was born out of a need to research the opinions of social studies teachers in a specific geographic area toward the placement and evaluation of student teachers. The researcher was convinced from the beginning that the study and its results would have significant implications for teacher education in all subject areas in

all regions of the United States. Social studies cooperating teachers were selected because this group is responsible for a sizeable section of the school curriculum and is as representative as any group of teachers on a typical school faculty. The questions and the survey data should provide useful information for all school and college personnel involved in teacher education partnerships.

The Problem

The purpose of the study will be to identify the opinions of social studies teachers cooperating teachers toward student teacher placement, role relationships, evaluation, and inservice education. The data generated will be used to develop a model for revising existing practices in student teacher placement and evaluation.

Accordingly, this study will deal with the following four questions:

1. What are the opinions of cooperating teachers toward student teacher placement?
2. What are the opinions of cooperating teachers toward role relationships in student teacher placement?
3. What are the opinions of cooperating teachers toward student teacher evaluation?
4. What are the opinions of cooperating teachers toward in-service education for school supervisors of student teachers?

Hypothesis

The hypothesis for this study will be that northeast Missouri social studies cooperating teachers' opinions toward student teacher placement and evaluation will indicate that substantial changes are necessary in existing programs.

Terms Operationally Defined

Opinions--judgments expressed by cooperating teachers.

Placement--the specific station in a public school to which the student teacher is assigned for a field experience.

Role Relationships--the interrelated and cooperative experiences of public school and university personnel.

Inservice education--for cooperating teachers on-the-job training in supervisory and counseling skills.

Positive response--the selection of the strongly agree or agree alternative of any item on the survey instrument.

Negative response--the selection of the strongly disagree or disagree alternative of any item on the survey instrument.

Majority--the selection of the same answer to a survey item by a minimum of 50 percent of the respondents.

Minority--the selection of the same answer to a survey item by a maximum of 49 percent of the respondents.

Collapsed data--a combination of the percentages in the strongly agree and agree and the strongly disagree and disagree categories for purposes of reporting a broader response to a specific item on the survey instrument.

Significance of the Study

This study will analyze the opinions of experienced cooperating teachers who have participated in teacher education programs, many with several different colleges and universities. The identification of cooperating teachers' opinions toward the facets of student teaching indicated in the four central questions of this study should prove helpful in the planning and implementing of program improvements. Northeast Missouri school and university personnel should be assisted by the data this study will provide in their efforts to refine the placement procedures, role relationships, evaluation, and inservice education essential to student teacher programs.

Finally, the data of this study should have implications for student teaching programs throughout the United States.

Potential Limitations of the Study

This study has three potential limitations:

1. The study encompassed only one discipline.
2. Only social studies cooperating teachers in the Northeast Missouri State University service area were involved in the investigation.
3. The study relied heavily on the interpretation of written survey items.

Methodology

The study included participants from junior and senior high schools selected at random as a sample of teachers from the service area of Northeast Missouri State University. This sample was probably representative of the service area of many other teacher education

institutions, and the opinions of the participants were probably representative of those of the profession at large. The subjects' names were obtained from a State Department of Education listing. The participants were mailed a questionnaire which contained thirty-one items that could be rated by the participants on a five point scale: strongly agree, agree, undecided, disagree, strongly disagree.

The thirty-one items were formulated to identify cooperating teachers' opinions toward the study's four central questions. As is evident on the copy of the survey instrument which is included in the appendix, the items related to any one research question were scattered to reduce the possibility that extended focus on one area might reduce the respondents' objectivity. In Chapter IV the responses to the thirty-one items will be regrouped for purposes of analyzing the data on each of the four research questions.

The opinions offered in response to the research questions will support the hypothesis in cases in which 50 percent or more of the cooperating teachers give answers which call for changes in existing programs. The hypothesis will be considered accepted if the opinions offered in response to each of the four research questions indicate the need for substantial changes in existing programs.

University and school personnel should discover many areas of common interest and concern in this research and the resulting implications and recommendations. Chapter II presents a comprehensive survey of the literature on student teaching related to and organized around this study's four research questions.

Chapters III and IV include the design for this study of cooperating teachers' opinions, an analysis of the study's findings, and a model for revising programs based on these data. Chapter V highlights and interprets key findings and offers comprehensive recommendations for school-university partnerships in teacher education.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The four research questions provided clear directions for a survey of the literature on student teaching. Many previous writers have treated the four areas included in this study's central questions: student teacher placements, role relationships, evaluation, and inservice training for cooperating teachers. The survey which follows seeks answers for the four research questions through a review of the literature related to each. Each section opens with a restatement of the appropriate research question.

Research Question One: What Are the Opinions of Cooperating Teachers Toward Student Teacher Placements?

The literature included in this study indicated that as the result of curricular innovations in teacher education programs and better selection procedures the classroom teacher exerts an even more significant influence on the prospective teacher than in the past. This places great responsibility on the shoulders of the classroom teacher who has been selected as a cooperating teacher; however, it also provides a tremendous opportunity for the person in this role:

> The most important person in any teacher education program, with the exception of the student teacher himself, is the classroom teacher who supervises the clinical experience of the prospective teacher, whether such experience is in the framework of student teaching, internship, or in modification of either. The importance of the first contact with reality in the classroom, the excitement

> with which the college student enters this initial experience, and the close working relationships which evolve all combine to create a lasting impression in the mind of the prospective teacher.[1]

There was frequently a lack of agreement among college supervisors and building principles as to the most promising teachers for the role of cooperating teacher. It was not unusual for a principal to recommend a teacher and then have a college supervisor request that he not be used again. It must be remembered that not all competent teachers are effective cooperating teachers. The skills needed to teach social studies, for example, are not identical with those essential to teaching a college student the skills needed to become an effective teacher.

Preparation, experience, competencies, philosophy, and certification were perceived as key factors in the selection of cooperating teachers:

> The "ideal" cooperating teacher is first of all anxious to help the beginner, and is sympathetic to his problem. He is a warm person, able to relate well to others. He has excellent classroom skills but is anxious to improve them, and likes to experiment. He has a wide range of experience which often includes a non-teaching assignment, and understands the school and community well.[2]

Probably no one teacher possesses all these qualities, but the literature indicated that the closer he or she came, the more successful he or she would be:

> The cooperating teacher may be referred to as a counselor for he anticipates the apprehensions, needs and hopes of the beginning

---

[1]William A. Bennie, Supervising Clinical Experiences in the Classroom (New York: Harper and Brothers, 1972), p. 66.

[2]Douglas W. Hunt, Guidelines for Principals (Washington, D. C.: National Association of Secondary School Principals, 1969), p. 7.

> teacher. He is the one who sets the pace which smooths the way for rapid adjustment in the new situation.[3]

In many cases the student teacher needed help with his or her personal problems which stood in the way of his gaining better classroom rapport with his students. If this were the case, the cooperating teacher was perceived as the person to help with the situation.

Throughout the literature the supervising teacher was pictured as the key person in the teacher education program. It was the opinion of many that the cooperating teacher determines to a great extent the success or failure of the student teacher. "The supervising teacher aids the neophyte in developing the 'feel' of teaching."[4] This skill in providing a professional environment in which the student teacher could work successfully with pupils was demonstrated through the various roles employed to guide the student teacher in the solution of problems.

According to Schorling, the supervising teacher is the crux of the program in directed teaching. "His interest in the student teacher will to a considerable extent determine the nature and character of the first school in which the student teaches after he has graduated."[5] Noticeable changes in the professional attitude of the student during the period of student teaching put the supervising teacher in the "spotlight" in the teacher education program. The mature, competent

---

[3]Ernest J. Milner, The Supervising Teacher, Thirty-eighth Yearbook of the Association for Student Teaching (Iowa: Wm. C. Brown Co. Inc., 1959), p. 26.

[4]Ibid.

[5]Ibid., p. 27.

supervising teacher not only serves as a source of inspiration but as a guide to the student in his initial teaching experience.

No single individual in the teacher education program was perceived as having a greater impact upon the student than the cooperating teacher. Various lists which identified the criteria for the selection of cooperating teachers were found. Cooperating teachers should have an understanding of the objectives and content of the teacher education programs of the institutions with which they are associated and possess personal philosophies of life based upon secure, adequate points of view regarding their own worth and degree of effectiveness. "As they are teachers, they presumably have been through a program of teacher training themselves. It is also hoped that the cooperating teacher will have had at least three years of teaching experience."[6]

The possession of a master's degree was often listed as desirable; however, many felt that a realistic look at the situation usually made such a requirement impractical. "The college seeks a teacher who has a genuine interest in working with student teachers and who has a positive attitude toward teaching whether he has a master's degree or not."[7] Most authorities felt that it was essential that the cooperating teacher be able to demonstrate the elements of good teaching and have the ability to analyze basic principles of teaching and learning in a meaningful way.

---

[6]Philip D. Vairo and William M. Perie, "Preparation of the Cooperating Teacher," The Clearing House 48 (November 1973), p. 131.

[7]Bennie, Supervising Clinical Experiences in the Classroom, p. 68.

According to research done by Virgil E. Schooler:

> The highest requirements for supervising teachers were a master's degree and five years of experience, plus a statement from the administrator that the teacher was an excellent teacher. The next highest qualification required was a master's degree and three years of experience. The minimum requirement for teachers to become supervising teachers was that they be certified to teach and be recommended by the administrator of the school. However, the largest number of institutions required only a bachelor's degree for a supervising teacher to be qualified.[8]

The review of the literature seems to indicate that each writer had his own set of criteria. However, the research done by Brazziel revealed some interesting standards:

> Supervising teachers should possess the minimum qualifications for state certification as a supervising teacher. These qualifications are full certification in the field of the supervisory assignment; three years of successful teaching experience at the level of the supervisory assignment; and a master's degree from a regionally accredited institution, including at least twelve semester hours of professional education at the graduate level six of which must be in supervision appropriate to the level or the field of his supervisory assignment.[9]

The literature indicated that the selection of a teacher to serve as a cooperating teacher for a student teacher was one of the most important duties to be performed by the college and the cooperating public school. "The supervising teacher is seen by students, and increasingly by the Teacher Educator, as the most important single influence on the student teacher."[10]

---

[8]Virgil E. Schooler, "A Survey of the Organization and Administration of Student Teaching in Selected Teacher Education Institutions," Bulletin of the School of Education 41 (November 1965), p. 32.

[9]William F. Brazziel, Jr., "Organizing for Full-Time Student Teaching," The Journal of Teacher Education 12 (June 1961), p. 233.

[10]Margaret Lindsey and Associates, Inquiry into Teaching Behaviors of Supervisors in Teacher Education Laboratories (New York: Teachers College Press, 1969), p. 110.

Should Student A be assigned to a particular school? Should he do his student teaching with a given teacher and his students? Should his work with this teacher be his only period of student teaching? These and many other related questions must be answered if the student teacher is to have a meaningful experience while doing his student teaching:

> Whether student teaching will be a significant learning experience depends upon three related factors: (1) the needs and interests of the student, (2) the characteristics of the laboratory situation, and (3) the attitudes of the school and its community.[11]

The student is the central figure and is vitally concerned with this aspect of his professional program. "It is clear that the student should have a share in the assignment process, both in the steps initiated by the college and in those taken by the representatives of the laboratory situation."[12]

In most institutions the placements were arranged through a Student Teaching Office. A student filled out his application indicating his preference, and usually gave three choices of locations. Students were then assigned to schools on the basis of: (a) preference, (b) availability of suitable teachers, and (c) competition from other student teachers requesting the same schools.

Effective placement of student teachers seemed to be high on the list of priorities of all colleges and universities involved in teacher education:

---

[11]Florence B. Stratemeyer and Margaret Lindsey, Working with Student Teachers (New York: Bureau of Publications Teachers College Columbia University, 1958), pp. 109-110.

[12]Ibid., p. 123.

> In view of the increasing need for effective student-teaching stations in the public schools, it is important that educators continually evaluate their procedures for the assignment of student teachers. Even critics of teacher education seem to agree that student teaching should remain a very important part of the professional education of teachers.[13]

Quite frequently a successful teacher, by the very strength of his personality, can carry a student teacher through an excellent learning experience. However, with the growing emphasis on learning rather than teaching and on individual rather than group activities, even the "born" teacher needs to be prepared and experienced in understanding and guiding the individual student teacher.

The assignment of a student teacher to a cooperating teacher is usually determined by someone who knows them both:

> The student teacher-supervising teacher matching process may be one of the most important facets of today's teacher preparation programs. The forces that control the general assignments of the student teacher are becoming increasingly mechanical.[14]

Research indicated to some degree that special care needed to be taken when placing a student teacher in a small rural community, or in a large city slum area:

> The teacher in the small community must have a feeling for and love of rural life--the people and the country. A student is fortunate if his teacher education program at college or university has helped him gain some appreciation of life in country communities.[15]

---

[13]Robert H. Hohman, "Personality and Role Expectation: Its Effect on Success During Student Teaching," The Journal of Teacher Education 23 (Fall 1972), p. 375.

[14]Ibid.

[15]Robert S. Fox, ed., Teaching in the Small Community (Washington D. C.: National Education Association, 1956), p. 162.

From the above it can be inferred that the teacher's personal life in the small community will be quite different from a teacher's personal life in a large metropolitan area. In a small community a teacher becomes a part of the community almost immediately, and if he is not equipped to handle this situation his student teaching experience could be a disaster. The program of a school is closely related to the life of its students.

Four counties in East Tennessee have developed a student teaching program for small rural schools. The University of Tennessee welcomed the invitation to participate as an opportunity to:

> (1) Meet the needs of university students who desired to learn more about the unique characteristics of rural schools and rural children; (2) Provide a vehicle by means of which the College of Education might carry new educational ideas to a region that has been out of the educational mainstream; (3) Provide a pool of potential teaching talent for the area made up of people from outside the four counties--thus exposing youngsters to teachers with experiences and ideas that are different from those that can be accumulated in the valleys.[16]

The program was run on a completely voluntary basis, with all student teachers, cooperating teachers, and even the university supervisors volunteering for the experience. The student teachers who volunteered came from a variety of states from New York to Alabama, and even from the small state of Delaware. The cooperating teachers took a course in supervision from the University of Tennessee:

> In placing student teachers, priority was given to the smallest and most remote schools asking for the program in order that student teacher talent could be placed where it was most needed. Most schools took full advantage of this policy by requesting student teachers to fill specific needs.[17]

---

[16]Sally Cupp Snider and William L. Butefish, "A New Kind of Student Teaching," Tennessee Teacher 39 (May 1972), p. 13.

[17]Ibid.

According to feedback from students, student teachers, and cooperating teachers, the entire project was an enlightening experience for all involved.

Student teaching has long been considered a crucial part of the preparation of future teachers, as has been noted earlier. It has been designated frequently by student teachers as that portion of their professional preparations which had the greatest influence in determining their teaching actions.

As more and more teachers are needed in our city slums, and as more problems need to be dealt with in these schools, it becomes evident that a great deal of thought and action has to go into the preparation of teachers who will work specifically in schools in economically deprived areas. Student teaching programs are going to have to train the student teachers for these situations.

McGeoch stated, "It takes solid purpose, extensive preparation, dogged persistence and a pioneering spirit to teach in a slum school."[18] Dan Dodson of New York University said:

> Teachers of disadvantaged children must know how to build the ego strengths of youngsters, and how to include them in decision-making processes: that is, help youngsters see that their own actions can make a difference in their lives, and help them find success in the school settings.[19]

The literature indicated that special handling of student teachers in these types of situations was required. In some colleges groups of

---

[18]Elizabeth Hunter and Norma Furst, "Student Teaching as Preparation for Work in Inner City Schools," Educational Comment 1967 on Student Teaching (Ohio: The University of Toledo, 1967), p. 46.

[19]Ibid., p. 47.

students were assigned to student teach in selected schools in disadvantaged areas. In one instance the college supervisor was assigned full-time to these schools, had his office in the school, and was available at all times to work with the student teachers and the school personnel. There were, of course, many limitations to this type of arrangement.

Those characteristics defined as important for teachers of deprived youngsters are not different from characteristics that would be desirable for all teachers. The problem in teacher education seems not so much that of fitting teachers to particular student teachers as preparing flexible, thoughtful, and analytical teachers who are able to work well with children in a wide variety of classrooms and with many different personalities:

> When teacher preparation programs, working in conjunction with schools, can help student teachers and cooperating teachers succeed in helping youngsters to experience success, and when teacher preparation programs incorporate student teachers and cooperating teachers into decision-making processes and help them toward including youngsters in decision-making processes, future teachers will be better prepared to work with all kinds of children.[20]

The beginning of any school year has almost always had periods of tension for any teacher, but especially for a student teacher, and especially if he is going into a large urban school system when he has not been prepared to handle the problems of urban teaching. He has read newspaper headlines about proclaimed dangers and has read books describing frightening incidents, so even before he has left home he is frightened. Children deserve the best teacher possible, and those

---

[20] Ibid., p. 52.

who work in teacher education must do everything feasible to help student teachers feel competent and comfortable in the situations where they have been placed:

> As we plan student teaching assignments we should take a good look at the schools where beginning teachers are likely to hold their first positions as teachers. It seems to be helpful to them if they do a major part of the student teaching in the area where they are likely to teach; thus they can get acquainted with the boys and girls and parents while college supervisors are available to talk through their concerns with them.[21]

However, care must be taken in placing student teachers. Not all schools nor all teachers would qualify as good cooperating schools and teachers. The morale in the school as well as the quality of teaching should be taken into consideration. Many teachers in slum areas have a feeling of depression, and their hopelessness could easily be absorbed by the student teacher. Of course every teacher to whom a student teacher may be assigned will not be gifted; however, it is essential that the cooperating teacher be a forward looking person who feels positive about the work to be done.

Supervision will play a big part if an assignment in the inner city is to be beneficial both to the student teacher and to the school system. Such placements have potential disadvantages because a small college usually does not have enough supervisors to have one assigned to the inner city who could live there and be available to the student teacher and the cooperating teacher at all times. The statement which follows is especially true for an institution which features the preparation of teachers for inner city schools:

---

[21]Lucile Lindberg, "Student Teaching in the Inner City," Educational Comment 1967 on Student Teaching (Ohio: The University of Toledo, 1967), p. 55.

> A college which wishes to prepare students will need to give continuous attention to in-service study by faculty. A continuous sharing of information, a probing of insights and research into new ways of working keeps the supervisor from feeling overwhelmed by the immensity of the task or from becoming depressed by many approaches which do not achieve expected results.[22]

Some planners have built into their programs a heavy emphasis on community involvement and laboratory and field work because they have recognized that studying about the problems of ghetto children in the secure confines of the college classroom does not provide the necessary understanding that teachers of underprivileged children must have.

Techniques of good teaching, of course, are essentially the same for middle class, upper class, and underprivileged students; however, the content, the level of presentation, and the resources must be appropriate to the situation. Conventional teacher education programs must be restructured and redirected if these goals are to be reached. Programs should prepare prospective teachers for what lies ahead of them and provide ways by which they may resolve the teaching problems which are likely to occur.

Some educators argued that undergraduate teacher education should provide as wide a range of experiences as possible since teachers seldom know where they will ultimately take jobs and what kind of situations they will face. They also indicated that some experience with other socio-economic levels gives the necessary frames of reference for working with students whose problems, if not greater, are at least different, and who present a more challenging teaching opportunity.

---

[22] Ibid., p. 56.

Those who took the opposing point of view said that so much has to be learned in the short period of teacher preparation that as much time as possible should be spent in developing a direct understanding of the problems of the inner city or rural areas, rather than in working part of the time in a middle-class school environment. These persons emphasized that teachers who desire to work in the inner city or the rural areas and who are specially prepared to do so are generally assigned to teach such students if they make their desires known to employing officials.

In an effort to resolve the problem of compensation for cooperating teachers, Miami University has developed a plan that seems to offer some potential solutions. It is not original in all aspects but combines some methods of payment utilized by several other institutions into an overall pattern which provides teachers with an opportunity for helping themselves become better teachers or helping others with their education:

> The plan in operation at Miami University, inaugurated in 1959-60, provides for a tuition waiver in exchange for the services of the co-operating teacher. This is not new, of course, but the alternatives presented for the utilization of the waiver reflect some unusual considerations. For each student teacher assigned to a public school, Miami University awards a certificate enabling the teacher to enroll for six semester hours of graduate study without the payment of registration fees. If the co-operating teacher does not desire to utilize his certificate, he may direct that it be awarded to another teacher in the school district. If no teacher desires to use the tuition waiver, or if the co-operating teacher prefers, it may be used by the public schools as an undergraduate student scholarship. For every three student teachers, the University provides a year's scholarship to a deserving student.[23]

---

[23] William A. Bennie, "Compensating Co-operating Teachers," The Journal of Teacher Education 12 (June 1961), p. 224.

A common practice among the institutions was to pay a small honorarium to the cooperating teacher, but there was no uniform pattern in compensating cooperating teachers for their efforts. Three patterns were found: (1) no cash honorarium but a remission of fees to the cooperating teacher when additional course work was taken at the institution of higher education, (2) a cash payment to the cooperating teacher for each student teacher, and (3) a stipulated rate per credit hour of student teaching. In a few instances no compensation was provided. The median cash payment per student teacher was between $35.00 and $59.00, with a maximum of $130.00. Payment per credit hour ranged from $3.00 to $5.00.

One point appeared to be clear: that the cooperating teacher did not take a student teacher for the cash compensation involved. The amounts paid, if any, were only nominal and merely represented tokens of the colleges' indebtedness to the cooperating teachers.

Research Question Two: What Are the Opinions of the Cooperating Teacher Toward Role Relationships in Student Teaching Placement?

Lloyd P. Campbell and John A. Williamson recently conducted a study to determine the major area of difficulties as seen by student teachers. The results of the study indicated that:

> . . . success in student teaching is NOT contingent upon the school to which the student teacher is assigned nor the subject which he is assigned to teach, but simply, the most important variable is the relationship between the student teacher and the cooperating teacher to whom he is assigned.[24]

---

[24]Lloyd P. Campbell and John A. Williamson, "Practical Problems in the Student Teacher Cooperative Teacher Relationships," Education (1973), p. 168.

Student teachers may possess adequate skill in methodology and be knowledgeable in their subjects, but it is most unusual for them to feel that the student teaching experience was a complete success or that they profited as much as they could if their relationships with their cooperating teachers were less than desirable. Since the cooperating teachers seemed to have the most profound influence on the success or failure of the student teachers, development of harmonious, compatible relationships among the student teachers and the cooperating teachers should be the goal of everyone in the teacher education program. This will require that more serious consideration be devoted to the assignment of student teachers to cooperating teachers. Therefore, it would seem that some criterion in addition to willingness to work with student teachers must be employed in the selection of cooperating teachers.

Considering the principles underlying modern supervision, the work of the cooperating teacher must be expanded to include responsibility for the total professional growth of the student teacher. If the cooperating teacher is the hub around which student teaching revolves, and all of the literature seemed to indicate this, then cooperating teachers need to be reminded that students' failure to develop into effective teachers rests largely with them. The cooperating teacher has the responsibility for his pupils as well as the student teacher, and his skill in guiding the learning experiences of both will greatly influence the competence attained by the prospective teacher.

To facilitate the improvement of the relationship between the student teacher and the cooperating teacher, these suggestions were made:

> First, some effort should be made to measure the degree of open-mindedness of both the cooperating and student teachers. This could be accomplished through the use of an appropriate standardized instrument. The results of this evaluation could then be utilized in making assignments of student teachers and cooperating teachers. A second criterion might be a joint venture by the university and the public schools to develop within teachers and teacher candidates a willingness to accept other ideas, an openness to be tolerant of others, and an ability to adapt to different situations. The joint venture might involve the organization of a seminar or workshop in which the student teachers and the cooperating teachers at a particular school could discuss their role and relationship in the student teaching situation.[25]

Quite frequently the student teacher came into the student teaching experience with new methods, and was eager to try them out. The student teacher should feel free to discuss these new techniques and procedures with both the cooperating teacher and the college supervisor. However, as protection for the students and the student teacher's relationships with those responsible for the program, approval should be granted before innovative strategies are implemented. This would enable the beginner to analyze critically the performance of established teachers and to test his own theories and philosophy of education. Experience indicated that when emphasis was placed on a professional exchange of ideas between the cooperating and student teachers based on mutual respect there was a better chance of success. Communication between the cooperating teacher and the student teacher must be good, and if these people work together harmoniously, the transition from observer to participant to teacher becomes natural and pleasant.

Student teaching was considered by most authorities as the most important aspect of any preservice teacher education program, and the

---

[25]Ibid., p. 169.

crucial influence on the quality of this experience was the cooperating teacher. Probably no other person connected with the teacher education program will have more effect on the student teacher's initial success. The cooperating teacher has a continuing opportunity to influence significantly the professional attitudes and professional competence of the teacher-to-be:

> An opportunity should be provided for a student to try various methods and discover which methods and what material maximize his strengths while giving him an opportunity to uncover and work toward correcting his weakness. Guidance by a knowledgeable, experienced supervising teacher is necessary if the student is to grow and become a better teacher as a result of the student teaching experience.[26]

It was found that after student teachers relaxed after a few weeks of teaching they started making their own plans and changing the ones that they and their cooperating teacher had originally made.

It has been suggested by some that the cooperating teacher could influence the student teaching experience most by his attitude toward responsibility. If the cooperating teacher regarded the student teacher as an extra duty, the student teacher was in danger of acquiring a similarly negative attitude.

The student teacher should emerge from his experience with certain conceptions of what it is like to be a teacher. Therefore, the cooperating teacher should be the kind of person he thinks a teacher ought to be. This does not happen just by chance. It takes a careful and continuous effort on the part of the cooperating teacher.

---

[26]Fred B. Dressel, "Student Teaching--The Public School's Responsibility," School and Society 98 (March 1970), p. 164.

Russell L. Trimmer suggested the following guidelines for the cooperating teacher if he is to provide an adequate student teaching situation:

(1) permit the student teacher freedom to plan and execute what is going to take place in the classroom;
(2) hold regular conferences with the student teacher;
(3) lend assistance by making suggestions pertaining to both methods and materials to be used in the classroom;
(4) know his subject matter thoroughly;
(5) be helpful;
(6) be cooperative; and
(7) offer constructive criticism.[27]

The literature suggested that the personalities and attitudes of the student teacher and the cooperating teacher played an important part in the student teaching experience, as did interpersonal relationships, especially those involving role expectations. Student teachers also felt that the cooperating teachers should immediately define and clarify their roles in the cooperating teachers' classrooms. In addition they felt that they should be considered as co-workers.

Role relationships are not confined to just the relationship between the cooperating teacher and the student teacher but also include the relationship with the college supervisor. The official leader of the three-member teacher development team is the professor who serves as the college supervisor and liaison person:

> The college supervisor assumes a leadership role on the team which is concerned with the growth of the student teacher. He is the person who knows most about the roles and expectations of the others, of the objective for student teachers, and about the student teacher himself. He is the key figure in establishing and maintaining

---

[27]Russell L. Trimmer, "Tell Us More, Student Teacher!" The Journal of Teacher Education 12 (June 1961), p. 230.

> a tension-free atmosphere for the student teacher in his new experience.[28]

Another relationship that needs to be considered is the partnership between the university supervisor and the cooperating teacher:

> It is obvious that if schools and universities are going to work cooperatively in improving the effectivenss of supervising teachers, there must be some agreement as to what the desired competencies of supervising teachers are. The most specific we can become in identifying and describing competencies, the better the chances are for developing effective programs for improving them.[29]

The success of the student teaching assignment is greatly affected by the interrelationships between college supervisor and cooperating school teacher. "It is particularly important that the practicum phase be shaped and controlled by a joint college-school decision-making apparatus that includes related organizations and agencies."[30] Both the cooperating teacher and the university supervisors have different but equally important contributions in planning, carrying out, and evaluating the student teaching experience. They work together within a cooperative decision-making process. As members of a partnership, they are able to bring together in a mutually supportive way the realities of the immediate classroom situation and the basic practices necessary to do the job of teaching.

---

[28]Edgar Tanruther, Clinical Experiences in Teaching in the Student Teacher or Intern (New York: Dodd, Mead, and Company, 1968), p. 54.

[29]Dorothy M. McGeoch, ed., Professional Growth Inservice of the Supervising Teacher, Forty-Fifth Yearbook of the Association for Student Teaching (Washington, D. C.: National Education Association, 1966), p. 15.

[30]Executive Committee, A Guide to Professional Excellence in Clinical Experiences in Teacher Education (Washington, D. C.: Association for Student Teaching, 1970), p. 27.

Teacher educators must take the responsibility to see that the relationship among individuals at all levels of education are directed toward educational reform:

> Whether working primarily as aspects of schools or of higher education, teacher educators must become more active not only in improving the practice of education at all levels, but also in involving more people with other education-relevant orientations in a new complex or partnership, so that the expertise of teacher education is brought to bear on the decisions made by all concerned.[31]

Some cooperating teachers who are interested in the preparation of teachers are apparently insecure in their relations with university personnel because they do not have a clear view of their role and their ability to carry it out competently:

> As more roles have been added to the student teaching situation, more role conflict problems have emerged. For example, the cooperating school supervising teacher, who may enjoy working with student teachers, very often feels unprepared to perform the new role of supervisor.[32]

The college supervisor usually has three important responsibilities. His first job is that of determining the student teaching assignment, with information from the student and with the advice and assistance of the school and the particular classroom teacher with whom the student would work. Often the student's personal preference is requested, but the student teacher has no assurance that he will be assigned to his first preference. The second job of the college supervisor is to help the student teacher throughout his field work. The

---

[31]George W. Denemark and Joost Yff, Obligation for Reform (Washington, D. C.: American Association of Colleges for Teacher Education, 1974), p. 5.

[32]Dean Corrigan and Colden Garland, Studying Role Relationships (Washington, D. C.: The Association for Student Teaching Research Bulletin No. 6, 1966), p. 2.

third job is that of evaluating the work and assigning an official grade. He also writes letters of recommendation for the student teacher to assist him in his efforts to find a teaching position. Thus, before, during, and after the student teaching experience the college supervisor has a continuing interest in the work of the student teacher and tries to help him achieve the greatest possible success as a teacher.

The college supervisor maintains contact with the student teacher through periodic visitations, individual conferences, and group seminars. The number of visits made by the college supervisor depends upon various factors: (1) the responsibilities shared by the college supervisor and the cooperating teacher, (2) the number of student teachers assigned to him, (3) the distance the schools are from the college, and (4) his other responsibilities. Most college supervisors try to make an initial visit to help with orientation, one at the end for evaluation, and one or more visits in between, depending on the needs of a particular student teacher.

Role relationships play a very important part in the total student teaching program. These include the relationships between the cooperating teacher and the student teacher, between the student teacher and the college supervisor and between the college supervisor and the cooperating teacher. The literature indicated that much work still needs to be done in this area.

Research Question Three: What Are the Opinions of Cooperating Teachers Toward Student Teaching Evaluation?

The literature considered the length of the student teaching assignment as an important facet to the overall successful evaluation of

the student teacher. The other aspects of evaluation of student teachers referred to objective and subjective aspects of the total evaluation process.

The length of the student teaching assignment varies considerably from one university to another:

> A student teacher is placed in a selected teaching situation for a block of time which usually ranged from nine to eighteen weeks in order that he may assume gradually the responsibilities of teaching and gain first hand experience in the various aspects of the school program.[33]

Through a national survey of student teaching programs that he conducted, Johnson discovered that the mean length in weeks of secondary student teaching assignments nationally was 11.88. Missouri's mean length in weeks was 13.12. Nationwide 89 percent of the institutions surveyed were operating a student teaching program on a five day a week basis. In Missouri 80 percent of the institutions operated on a five day week.[34]

Johnson also indicated that the mean total clock hours devoted to secondary student teaching was 266 hours for the entire United States. In Missouri the mean total clock hours was 139, an interesting figure when compared with the national data. As reported in Johnson's study student teachers were expected to participate in the professional activities of their cooperating teachers whenever appropriate and to take advantage of the many opportunities for participation in school and

---

[33]Pauline Hilliard and Charles L. Durrance, Guiding Student Teaching Experiences (Washington, D. C.: Association for Student Teaching Bulletin No. 1, 1968), p. 2.

[34]James A. Johnson, A National Survey of Student Teaching Programs (Maryland: Multi-State Teacher Education Project, 1968), p. 10.

community events. The periods of professional practice commonly included several sequential phases which required increasing professional involvement and responsibility.

Several types of assignments were discussed in the literature. In some colleges student teaching required only a few weeks of full-time student teaching or only one or two periods per day for a longer period of time. This type of assignment does not seem to provide either the breadth of experiences or the flexibility desirable in a student teaching program. These programs appear to be limited pretty largely to student direction of classroom experiences; induction seems to be briefer for all but the weakest of students; and cooperating teacher-student teacher planning seems very limited.

Another type of assignment was described as the initial student teaching assignment. In this type the student was allowed to develop at his own rate and to explore teaching activities widely. It allowed the student teacher to concentrate upon developing readiness to assume teaching responsibilities. An important final objective was the identification, by the student, of areas needing study and the formulation of objectives for the next assignment.

Since the pressure for reaching a standard for certification is not present in this type of assignment, there is more opportunity for the student to develop an objective approach to his work, free from the strain of excessive concern over grades. This of course is followed up with the final assignment. Here the pressures are just the reverse of those in the above situation. A final evaluation, a decision on certification, and a prediction of fitness to teach must all be reached at the end of this experience.

In the full day assignment flexibility and breadth are the special features. To take advantage of them, early planning is important. The student teacher needs to keep his perspective as broad as the whole field of education itself and to set his sights on experiences to reach his goals.

If a student teacher is to have two experiences such as the initial phase and the final phase as discussed above, it was suggested that: "This should be a year-long experience on a regular basis; half of it should be in a junior high school or middle school and half in a senior high school."[35]

Since student teaching has been identified as the most important element in teacher preparation, it would seem reasonable that it be a full-time experience for a period of not less than twelve weeks. In order that the student teacher be exposed to the secondary school experience as fully as possible, half of the teaching experience should be in a senior high school and half in a middle school or junior high school. However, the research efforts that have been attempted to demonstrate the differences between full-time and part-time student teaching have been inconclusive. Much more evidence will be necessary to establish full-time student teaching as superior to part-time teaching.

The survey of literature afforded still another solid impression: the evaluation of the student teachers must be a joint effort involving the cooperating teacher and the college supervisor. "Supervising teachers, college supervisors, and others who share responsibility for the student

---

[35]R. Baird Shuman, "A New Model Is Needed in Teaching Training," The Clearing House 47 (October 1972), p. 122.

teaching program, must become professionally prepared for their roles in the student teacher evaluation processes."[36] The role of the university supervisor and the cooperating teacher in evaluating the student teacher's growth must be clarified, and the status of each justified. There seemed to be consensus among many teacher educators that evaluation in student teaching should be made in terms of clearly defined purposes focused on developing basic teaching competencies. "Basically, evaluation is made according to the evaluator's understanding of functions and processes and is guided by his principles."[37] If evaluation is to be conducted in terms of the student teacher's behavioral change in his progression from limited participation to full, responsible teaching, criteria will need to be developed for this purpose. Principles will need to be established, and steps needed for implementation will have to be planned.

Selection and retention of students for teacher preparation demands an evaluation program designed to identify the readiness and potential of an individual for teaching and to evaluate and measure his growth in developing competency throughout the professional education program sequence which precedes student teaching. The scope of evaluation seems to have almost no bounds. Each innovation in the teacher education program creates a new challenge in evaluation.

Since each student teaching situation is unique with respect to the personalities involved, the classes taught, the school building,

---

[36] Andrew D. Rippey, ed., Evaluating Student Teaching (Iowa: Wm. C. Brown Co. Inc., 1960), p. 203.

[37] Ibid., p. 195.

and the interacting pressures, the evaluation process must be modified to fit each individual situation:

> Each student teacher progresses in his teaching competency at his own rate. The speed with which he attains teaching skill is dependent upon the many variables at play in his specific situation. All these factors must be taken into consideration in the evaluation effort.[38]

"Seldom should a grade be given without taking the recommendation of the cooperating teacher into consideration."[39] This appears logical since the classroom teacher is the most knowledgeable person with respect to the demonstrated performance and the potential of the student teacher. "In very rare instances student teaching grades are awarded by the cooperating teacher and accepted by the college without further consideration; however, such instances are found few and far between."[40]

It has been suggested by many that cooperating teachers often identify so intensely with their student teachers due to their close working relationship that they are not completely objective in recommending grades. Too often cooperating teachers may feel that if their student teachers do not succeed, they have not succeeded. The personal involvement of all parties cannot fail but to influence the marks given.

The importance of the student teaching grade as utilized by employing officials puts great pressure on the person giving the grade as well as on the student teacher himself. As reported in the literature,

---

[38]Bennie, Supervising Clinical Experiences in the Classroom, p. 106.

[39]Ibid., p. 108.

[40]Ibid.

when any doubt existed concerning the grade to be given, the student teacher was usually given the benefit of this doubt since the grade was vital to his future employment, and thus higher grades often resulted. There were many people who worked closely with student teaching programs who were concerned over the tendency to give higher grades in student teaching compared with other college courses. One study revealed that almost nine out of every ten student teachers were given grades of A or B, and that only one out of every 200 was failed. One of the findings was that approximately 65 percent of the student teachers received A's, 33 percent B's, and about 2 percent C's or D's. Seldom was an F grade recorded as a student who was so poorly endowed or prepared was withdrawn from student teaching in order to protect the pupils in the classroom.[41]

As reported in the literature, grading in student teaching seems much different from the grading in an academic course. In an academic course all students are exposed to approximately the same learning experiences. They are usually tested and marks are issued on the basis of norms for a test given. Obviously this is impossible in student teaching because each learning situation differs. Also, in the classroom one person often has the responsibility for evaluating each learner as he is compared with the total group. This is not true in student teaching.

There has been a trend recently to modify the evaluation of student teaching. "A slow but decided trend is noticeable in changing the

---

[41]Virgil E. Schooler, "Pass-Fail System of Marking in Student Teaching," Educational Comment 1967 on Student Teaching (Ohio: The University of Toledo, 1967), p. 64.

grading system from the granting of letter grades to awarding pass/fail or satisfactory/unsatisfactory marks."[42] This change was the result of many factors. Basically, it stemmed from the fact that so many variables are involved in student teaching that the practice of assigning a single valid letter grade is difficult to defend.

Another reason the pass/fail system appears to be a better method of grading has its basis in the lack of precise stipulation as to what good teaching really is; therefore, what one teacher regards as excellent teaching, another may not.

According to Schooler the pass/fail system of marking tends to eliminate the following negative conditions:

> (1) College students are so conditioned to the letter marks that their behavior is often adjusted so that they may get a "high pay check" instead of learning. (2) Frequently students try to bluff their way through a situation even though they are aware of a lack of knowledge, rather than admit they do not know. (3) Still other college students "polish the apple" with the supervising teacher to such an extent that the recommended mark for student teaching might be clearly out of line with that which the college supervisor recommends. This, of course, creates problems for the college and for the public schools as well. (4) Supervising teachers dislike making decisions concerning grades. Some feel biased or prejudiced and feel that they cannot accurately evaluate the student in terms of a recommended mark. They are highly pleased with the Pass/Fail system of marking.[43]

Since society more or less dictates that a student make good grades to be accepted, pressure is applied to achieve academic excellence. This pressure may lessen the desire for knowledge, and heighten the desire for a high grade. Tensions and pressures are alleviated

---

[42]Bennie, Supervising Clinical Experiences in the Classroom, p. 109.

[43]Schooler, Pass-Fail System of Marking," p. 65.

with the pass/fail system, and the learning climate becomes greatly improved. It also brings about a better learning environment for both the pupils and the student teacher. The pass/fail system has been used by the Ivy League schools for years, as well as by prestigious state universities. Hopefully it will be used by many more colleges in the near future.

The evaluation of student teaching performance should not be an end-of-the semester judgment value, but should always be in the minds of both the student teacher and the cooperating teacher. The cooperating teacher should provide and apply guidelines early enough in the experience to allow the student teacher to improve or change his teaching behavior. Skill in teaching is the product of the gradual growth which a successful student teacher experiences. His growth will be positive and will be achieved more rapidly if he is given evaluative help along the way. This enables him to build on past successes and eliminate weaknesses. Evaluation must begin the moment the student teacher starts and continue until the final day of his student teaching experience. Evaluation carried out in this way is positive; waiting until the end of the experience reduces its constructive potential.

The good cooperating teacher cannot help but form initial impressions of the student teacher and his grasp of the classroom situation. These impressions should be used in later conferences in which further evaluation occurs.

Thus, the central purpose of evaluation as presented in the literature seemed to be to promote growth, not simply to pass judgment. While a judgment might be involved in making an evaluation, such judgment should be for the purpose of determining the extent and quality of

progress being made toward objectives which have been clearly and co-operatively defined:

> Setting up mutually agreed upon values or goals is the first step in the evaluation process. Having defined the goals to be sought, the second step is that of gathering evidence on the progress the individual has made toward achieving the desired goal. The third step involves an analysis and interpretation of the collected evidence. Evaluation of the student teacher's growth, like evaluation of the progress of children and youth, is a continuous process and one which must be based upon evidence as you and your student work together.[44]

The first step in the process of evaluation seemed to be the clear identification of mutually understood goals and values. Evaluation cannot take place without reference to some goal or value, whether it be specifically identified or implicitly held. For the student teacher it seemed to be important that the goals and values sought be explicitly stated.

How can a cooperating teacher best help a student teacher identify his behavioral goals and see their relation to basic educational principles? The student teacher may or may not possess a clearly defined set of educational principles when he comes to work. Even if he does possess a set, he and his cooperating teacher must make certain that their separate goals are sufficiently compatible to provide the basis for harmonious team effort: "If professional growth is to result from evaluation, reactions to the student teacher's work must be constructively critical and help the individual to know what to do in taking next steps."[45] Constructive criticism usually leads to positive learning and removes aspects which are detrimental and limiting.

---

[44] Stratemeyer and Lindsey, p. 431.

[45] Ibid., p. 453.

The literature indicated that many student teachers have expressed the need for less generalized and more specific help. They apparently felt that criticism often was so general that it gave little insight into what should be done. Consequently, they were at a loss to know what to do next in planning for and returning to the classroom situation. Effective rapport between the student teacher and the cooperating teacher was deemed essential to growth through evaluation by these beginners. It appeared difficult, if not impossible, for a capable cooperating teacher to contribute to the professional growth of the student teacher if he was overly sensitive to criticism, or was fearful of the grades he might receive if he admitted he was seeking help.

The literature also made clear that observations by the college supervisor provide much firsthand information necessary for the total evaluation of the student teacher. Two-way conferences between student teacher and college supervisor make it possible for the student teacher to raise questions and for the college supervisor to make specific suggestions. Three-way conferences between the student teacher, the cooperating teacher, and the college supervisor make it possible for the student teacher to obtain help when clarification or other kinds of assistance are needed from both individuals.

A cooperating teacher must have certain competencies in order to work effectively with a student teacher. He must be able to work jointly with the student teacher to formulate instructional objectives that include observable student behaviors, conditions for learning, and criteria for acceptable performance.

According to Spanjer the cooperating teacher should be able to demonstrate the following evaluation-related competencies:

> (a) Write or verbalize instructional objectives that describe observable pupil behavior and conditions for learning. (b) Enumerate alternative teaching strategies by which objectives can be accomplished. (c) Define performance criteria by which pupils can know they have achieved the objectives. (d) Diagnose a supervisee's plans and, as needed, prescribe behaviors for achieving any of the above competencies.[46]

Evaluation should be a continuous process, whether it is the student teacher's evaluation of the work of his students, the cooperating teacher's evaluation of the student teacher's work, the evaluation by the university or college supervisor, or the student teacher's evaluation of his own work. However, when the student teacher approaches the end of his period of student teaching, it would be well for him to look back over the entire period and determine those experiences which had been most helpful to him. In one institution each student teacher was asked if he would like to have a three-to-four-minute segment of his teaching taped and sent to employing agencies as a means of further evaluating his student teaching experience.

As has been stated, evaluation becomes very important whether it results in a letter grade or a pass/fail designation. However, no evaluation will be fully effective unless it is continuous and is based on stated behavioral objectives.

The successful evaluation of student teachers depends on many facets of the total teacher education program. One of these facets is the inservice education of school personnel.

---

[46] R. Allen Spanjer, Teacher Preparation: Supervision and Performance (Washington, D. C.: Association of Teacher Educators, 1972), p. 4.

Research Question Four: What Are the Opinions of Cooperating Teachers Toward Inservice Education of Cooperating Teachers?

The inservice education of school cooperating teachers provides the impetus for the successful operation of a teacher education program. The academic and professional growth of these personnel develops the expertise that is essential to effective teacher education programs.

The supervision of student teachers has grown and changed rapidly in the past decade. These changes were effected by social-cultural conditions within our educational communities and by emerging theories and knowledge in the teaching profession. Significant trends in teacher education supervision will be more meaningful if and when presented against a background of these social and professional influences.

An interesting paradox was revealed in the inservice phase of the teacher education program:

> Everyone who is associated with such programs realizes the importance of the classroom teacher in his supervisory role, yet little is done to provide in-service education and guidance to the teacher in assisting him to perform the supervisory duties expected of him.[47]

Several institutions have offered summer courses or workshops in the supervision of student teaching; however, the number of teachers who participated in these was generally very small. A few schools have offered their own inservice programs. The teachers who participated in these workshops were usually those who had already worked successfully with student teachers and were professionals who sought better ways of doing their jobs. The teachers who really were in need of these programs

---

[47]Bennie, Supervising Clinical Experiences in the Classroom, p. 67.

were frequently those who did not desire to take additional courses. Until the inservice workshop becomes mandatory, apparently only a few will participate:

> Until the in-service component becomes a more integral part of the student teaching experience, it is all the more important that careful attention be given to the selection and recruitment of the most competent teachers available for the supervisory role.[48]

Quality supervision of student teaching seemed to emerge from superior programs which provided for continuous growth and improvement:

> Although financial limitations will continue to be a major hinderance in creating the proper setting for student teaching programs, concentrated effort toward desirable goals can upgrade the quality of supervision if administrative leadership and encouragement are present.[49]

Many felt quality in teacher education should be emphasized by institutions of higher education and public schools through the selecting and preparing of teachers for their responsibilities as supervisors of student teachers. "Neither of these aspects, selection or preparation, can stand alone and quality supervision will result only as both are built into a teacher education program."[50]

Teachers in higher education whose main responsibility has been the preparation and retraining of education personnel have developed a social consciousness and awareness. These teacher educators have become aware of the changing times and student needs:

---

[48] Ibid.

[49] Executive Committee, The Supervising Teacher: Standards for Selection and Function (Washington, D. C.: Association for Student Teaching, 1966), p. 5.

[50] McGeoch, pp. 5-6.

> The increased intensity of the demands for social responsiveness on the part of the schools is now happily causing others in higher education to express a willingness to try some of the ideas that teacher educators have been talking about and trying to implement for some time.[51]

Colleges of education should teach courses in supervision, both inservice and preservice, to prepare adequately those who will be cooperating teachers:

> If teacher education programs are to be improved colleges of education must begin to provide training for those charged with the responsibility of providing the finishing polish to the prospective teachers.[52]

The new social studies also had implications for the inservice education of teachers. Writers felt that much inservice work depended on inspiration for its effects. The task of developing inservice training for cooperating teachers has been approached through a variety of methods. Some of the more fruitful have been summer and evening courses in university graduate schools which dealt with the supervision of student teaching, seminars and professional faculty meetings in the cooperating schools on student teaching with college supervisors as consultants, and visitations by new personnel to established cooperating schools and to the regular meetings of supervising teachers. Many school administrators dismiss classes for a day or two and try to assemble teachers from a geographic area. Speakers, exhibits, principals taking attendance, poor hotel accomodations, and many opportunities to shop frequently reduce the effectiveness of this type of inservice training. Poorly organized inservice sessions will have little if any

---

[51] Denemark and Joost, p. 4.

[52] Vairo and Perie, p. 134.

impact on the effectiveness of cooperating teachers' supervision. Some teachers felt courses were better for training trainers than institutes, meetings, or workshops. In a survey of teacher education institutions accredited by the National Council for the Accrediation of Teacher Education, the following pertinent information about courses for cooperating teachers was revealed: "Some respondents in the above study suggested that a course dealing with the principles and techniques of supervising student teachers should be a prerequisite for serving as a supervising teacher."[53]

A difficult problem in any inservice training course was the scheduling. Most teachers had projects that extended after school hours or they were otherwise occupied or exhausted, so that an inservice program became quite burdensome to them. The same was true for meetings on Saturdays. An alternative solution tried by some was inservice training during school hours, when student teachers could take over the classes for a period of about two hours a week while the cooperating teachers participated in a workshop. This usually occurred during the last five weeks of the field experience so that the student teacher had three weeks at least to become accustomed to the students and to the act of teaching. Consequently, cooperating teachers felt less concern over missing a weekly two-hour segment during the work day. The administrators of the schools in which this type of inservice workshop was conducted cooperated enthusiastically and encouraged the workshops to continue.

Student teaching problems were classified into three broad areas--planning, questioning techniques, and student involvement. These formed

---

[53]McGeoch, p. 45.

the focus for the inservice workshop which also dealt with two important skills of supervision: (1) observing rather than inferring what was going on in the classroom, and (2) focusing on one specific teaching behavior. Videotaped lessons of about ten minutes duration were utilized to illustrate problems in the three areas under study and to provide practice for the selected supervision skills:[54]

> All the effects of holding such a workshop are not yet observable, but several subjective pieces of evidence indicate the success of such a program: (1) since the methods professor conducted the workshop, the cooperating teachers informed of the ideas taught in the methods course; (2) the cooperating teachers were presented with a type of feedback that could change student teacher behavior, thereby putting their supervision on more than an intuitive basis; (3) this particular type of in-service work became an advanced methods course rather than strictly a course in the supervision of student teachers.[55]

The literature surveyed in this chapter provided much information related to this study's four research questions. This literature also suggested the need for and the practicality of a systematic study of cooperating teachers' responses to these questions. Chapter III presents the design for this study.

---

[54]Miles A. Nelson, "Cooperating Teacher Training," The Journal of Teacher Education 23 (Fall, 1972), p. 368.

[55]Ibid., p. 369.

CHAPTER III

DESIGN OF THE STUDY

Population and Sample

The subjects employed in this study were 1974-75 Missouri social studies teachers selected at random as a sample of teachers from the service area of Northeast Missouri State University. Of the state's approximately four thousand social studies teachers, 1,446 or 36.15 percent were teaching in this service area. The population was selected from the service area with no specific pattern used; however, an attempt was made to include at least one teacher from every school in the service area. The teachers selected were employed in either junior high or senior high schools or both. This random selection process was used to provide participants from schools of various populations and locations in the service area. The following procedures were employed to obtain this sample:

1. The Missouri Department of Education provided a list of the state's social studies teachers.
2. The list of teachers was reduced to include only the social studies teachers in the service area of Northeast Missouri State University.
3. The list of teachers was further limited to social studies teachers in junior and senior high schools.
4. St. Louis County and the city of St. Louis were included because they are in the service area and reflect an urban influence in an otherwise basically rural area.

5. To ascertain the bias and secure interpretation of the items on the survey instrument, a compilation of thirty-five items was mailed to 50 social studies teachers selected at random from the northeast Missouri service area. These teachers were selected from urban and rural schools in the four school enrollment categories. They acted as judges and gave their opinions regarding the clarity, interpretation, and bias of the items.
6. From the 1,446 junior and senior high school social studies teachers, a random sampling of 850 was chosen to receive the final questionnaire.
7. When the questionnaires were returned, the sample was further reduced to include only those people who had served as cooperating teachers. On the basis of this criterion, 196 or 29.7 percent of the 660 questionnaires were not considered. Thus, 464 cooperating teachers constituted the sample.

Rationale and Justification for the Survey Instrument Items

For many years the observations of cooperating teachers and university supervisors have served as a principal basis for effecting revisions in the student teaching program conducted by Northeast Missouri State University. This practice provided much of the impetus for a systematic study of cooperating teachers' opinions toward student teacher placement and evaluation. Throughout the efforts to refine and extend previous informal efforts, the researcher benefited greatly from the programs of teacher education conferences and from the study of the literature on student teaching which is surveyed in Chapter II.

Several other teacher education institutions conduct student teaching programs within the service area of Northeast Missouri State University. Since northeast Missouri social studies cooperating teachers seem representative of both Missouri cooperating teachers and those throughout the nation, it seems logical to conclude that a systematic study of the opinions of the social studies cooperating teachers in this geographic area would yield findings which would be useful to the personnel of all northeast Missouri teacher education partnerships. These findings should also have value for all student teaching personnel, especially those located in service areas similar to that of Northeast Missouri State University.

Professional conferences, the literature on student teaching, and this researcher's experience all indicate that practices in the placing and evaluating of student teachers frequently lag behind the preferences and recommendations of cooperating teachers. This phenomenon provided the basis for this study's hypothesis: social studies cooperating teachers' opinions toward student teacher placement and evaluation will indicate that substantial changes are necessary in existing programs.

To secure data for the comprehensive testing of this hypothesis, the researcher sought answers for the following research questions through the use of a thirty-one item survey instrument:

1. What are the opinions of cooperating teachers toward student teaching placement?
2. What are the opinions of cooperating teachers toward role relationships in student teacher placement?

3. What are the opinions of cooperating teachers toward student teacher evaluation?
4. What are the opinions of cooperating teachers toward inservice education for school supervisors of student teachers?

This study dealt specifically with social studies cooperating teachers' opinions toward student teacher placement and evaluation. Some of these teachers had served as cooperating teachers for Northeast Missouri State University; some had worked with other institutions in the supervision of student teachers. As indicated earlier, the informal soliciting of cooperating teachers' recommendations for consideration in program revision has long been a practice at Northeast Missouri State University. Because of this practice, it seemed appropriate to conduct a systematic study of cooperating teachers' opinions toward student teacher placement and evaluation in terms of the practices employed in the existing program. A review of the related literature on placement and evaluation provided both support and direction for this study.

Thus, the items on the survey instrument were shaped by influences from three sources: the cooperating teachers who participated in the pilot study, the related literature, and the researcher's conception of an ideal program. The validity of the items on the survey instrument was undoubtedly enhanced by the editing and revising performed by the social studies teachers who participated in the pilot study. Each item is designed to elicit cooperating teachers' opinions on some facet of the study's questions on student teacher placement, role relationships, evaluation, and inservice education and should yield data useful in the construction of a model for revising existing student teaching programs.

Data Collection

The questionnaire solicited two categories of data. The first category pertained to general background information such as sex, size of school, location of school, years of teaching experience, highest degree held and number of student teachers supervised. The participants were asked to indicate their names (optional) so that a summary of the collected data could be sent to them upon request. The sex of the participants was requested to analyze whether there was a difference in the opinions of male and female participants. The names and enrollments of the schools were requested because the service area of Northeast Missouri State University has small rural schools as well as large urban schools, and it was felt that the cooperating teachers' opinions toward student teacher placement and evaluation could be affected by the locations and sizes of their schools.

The highest degree held and number of years of teaching experience were requested to provide the researcher with information on the respondents' academic and service experience for a possible study of influences on their opinions as cooperating teachers. However, it became obvious that this information did not pertain directly to the study; therefore these data were not given further consideration. The number of student teachers supervised was requested because the researcher wanted to summarize and analyze only responses from experienced cooperating teachers. One hundred ninety-six or 29.70 percent of the 660 questionnaires returned were from social studies teachers who had not served as supervisors of student teachers. Because this group did not have experience working with student teachers, their responses were not tabulated.

The second category of data had its basis in the responses to the thirty-one items dealing with the placement and evaluation of student teachers. Each questionnaire item was a statement presented in such a manner that the respondents could express their reactions in the following terms: strongly agree, agree, undecided, disagree, or strongly disagree. Each of the items on the instrument was set up on a five point physical scale so that the information could be punched on computer cards and tabulated as raw data and percentages.

The listing of social studies teachers was taken from the only public school list available and contained the names of teachers from the previous school year. No attempt was made to identify those teachers who had retired, moved, left the teaching profession, or were not experienced cooperating teachers. The respondents had ten days from the time the questionnaire was mailed to return it so that tallying the data would not be unnecessarily delayed.

Six hundred sixty social studies teachers or 77.65 percent of the 850 questionnaire recipients replied. Of the 660 questionnaires returned, 464 or 70.30 percent were from cooperating teachers. One hundred ninety-six or 29.70 percent of the returns were from social studies teachers who had not served as supervisors of student teachers (a listing of the schools which cooperated in the study is included in Appendix A). The 25 counties of Northeast Missouri and the city and county of St. Louis, Missouri made up the geographical area under study (see Figure 1).

A cover letter accompanied each questionnaire explaining the purpose of the confidentiality which would be maintained in the handling of the responses and the ways the data would be utilized (see Appendix B).

FIGURE 1

GEOGRAPHICAL SERVICE AREA

A copy of the questionnaire utilized in the study is contained in Appendix C.

The data contained in the 464 usable questionnaires were recorded on data processing cards. Respondents were asked to register their opinions to each of the thirty-one items on a five point scale. The code used was 5--strongly agree, 4--agree, 3--undecided, 2--disagree, and 1--strongly disagree.

Analysis of Data

As noted earlier and as apparent on the copy of the survey instrument included in the Appendix, the items designed to elicit answers to the four research questions were intermixed on the questionnaire to avoid prolonged attention to one issue. However, for purposes of analysis, these items will be regrouped around the appropriate questions as indicated below.

Research Question One: What Are the Opinions of Cooperating Teachers Toward Student Teacher Placement?

Item 1. Cooperating teachers should have a minimum number of years teaching experience.

Item 2. If you "agreed" with Item #1, how many years of teaching experience should be a minimum? One Year (Circle 5), Two Years (Circle 4), Three Years (Circle 3), Four or More Years (Circle 2).

Item 3. Cooperating teachers should have tenure in their school system.

Item 10. Cooperating teachers' classroom teaching should be observed by University supervisors before student teachers are assigned.

Item 23. Student teaching should be done in junior or senior high school but not in both.

Item 24. Student teaching should be done in both junior and senior high school.

Item 26. Student teacher preparation should be different for urban and rural student teachers.

Item 27. If you "strongly agree" or "agree" to Item 26, answer Item 27. Urban student teaching preparation should deal with techniques involving controversial issues such as crime, sex, racialism, etc.

Item 28. If you "strongly agree" or "agree" to Item 26, answer Item 28. Urban student teaching preparation should deal with techniques involving controversial issues such as agricultural economy, soil use, and rural socialization.

Item 29. Cooperating teachers should take student teachers without monetary compensation.

Item 31. Cooperating teachers should demonstrate teaching competencies that student teachers should attain.

Research Question Two: What Are the Opinions of Cooperating Teachers Toward Role Relationships in Student Teacher Placement?

Item 16. University supervisors should visit schools only when requested by the cooperating teacher or the student teacher.

Item 21. Cooperating teachers should consider student teachers as teacher colleagues when they begin their student teaching.

Item 22. Cooperating teachers feel that the student teacher should be accepted as a member of the faculty.

Item 25. Separate certification should be granted for junior and senior high school teachers.

Item 30. Cooperating teachers feel the university supervisors role should change from advisor to consultant of teaching and learning activities.

Research Question Three: What Are the Opinions of Cooperating Teachers Toward Student Teacher Evaluation?

Item 4. Student teaching should be for an eight-week period.

Item 5. Student teaching should be for less than eight weeks.

Item 6. Student teaching should be for a full semester.

Item 7. Cooperating teachers feel that student teachers will reject suggestions except those applicable to the current situations.

Item 11. Cooperating teachers should have the sole responsibility for the evaluation of the student teacher.

Item 12. Cooperating teachers should develop the criteria used in the evaluation of the student teachers.

Item 13. Student teacher competencies (knowledge, skills, behaviors) to be evaluated should be stated in terms of observable behaviors.

Item 14. Criteria to be used in evaluating student teaching competencies should be distributed to student teachers before instruction begins.

Item 15. Cooperating teachers should make recommendations to prospective employers concerning student teachers.

Item 17. Student teachers should fail if they do not demonstrate certain competencies.

Item 18. If student teachers fail they should take student teaching a second time.

Item 19. Student teachers should have the opportunity to experiment with a variety of techniques during student teaching.

Item 20. Student teachers should be free to try innovative activities.

Research Question Four: What Are the Opinions of Cooperating Teachers Toward Inservice Education for School Supervisors of Student Teachers?

Item 8. Cooperating teachers should have taken a college course in Supervision of Student Teachers to qualify as a cooperating teacher.

Item 9. Cooperating teachers should be required to take college workshops in teaching techniques every few years to continue receiving student teachers.

Tabulations were made for each item using two different configurations of the data: (1) the responses to each item were tabulated by number and percentage for males, females, and totals; and (2) the responses were tabulated by number and percentage according to the sizes of the schools, using four different enrollment categories: under 500, 500-999, 1,000-1,999, and over 2,000.

The responses to each item were summarized and appear in table form in Chapter IV. The five items on the questionnaire pertaining to the personal data and school setting of the respondents were tabulated according to numbers and percentages and appear in table form in Chapter IV. Only the items which dealt with the respondents' sex and their school enrollments were summarized in frequency diagrams. The other

three items provided information on the professional profile of the participants and were not used in summarizing the data.

To give a more concise summary of the data, the strongly agree and agree responses were collapsed as well as the strongly disagree and disagree responses.

When the term positive is used, it refers to the participants' approval of an item on the survey instrument by responding strongly agree or agree. When the term negative is used, it refers to the participants' responses in the strongly disagree and disagree categories.

A majority will consist of 50 percent or more of the respondents' reactions to a given survey item alternative or collapsed positive or negative percentages. A minority will consist of 49 percent or less of the respondents' reactions to a given survey item alternative or collapsed positive or negative percentages.

Since the survey items were formulated to elicit answers to the four research questions, responses to these questions which point toward changes in existing programs will constitute support for the hypothesis. The hypothesis will be considered accepted if the cluster of survey items designed to answer each of the four research questions communicates substantial preference for changes in existing programs.

Rationale: A Model for Program Revision

Before a teacher education partnership can begin to function, school-university personnel must reach workable levels of consensus and understanding in numerous areas related to how they will share responsibility for the many decisions inherent in the preparation and placement of student teachers. The precise delineating and the effective handling

of areas requiring agreements seem basic to the functioning of a teacher education partnership and serve as the foundation for its operation and development.

As is apparent in Chapter II, the literature on student teaching is permeated with statements concerning the need for cooperative school-university relationships. If the data of this study also highlight the need for school-university partnerships in student teaching, a basic model design of interlocking circles will be drawn from both the literature surveyed and the data of this study. The specific components of this model would be determined by the preferences for changes in existing practices communicated by the respondents.

A preference for a change indicated by a minimum of 50 percent of the respondents will be deemed worthy of consideration by teacher educators and of inclusion in this model for revising practices in the placement and evaluation of student teachers.

CHAPTER IV

ANALYSIS OF THE DATA

The analysis of this study's central data is organized around the four research questions:

1. What are the opinions of cooperating teachers toward student teacher placement?
2. What are the opinions of cooperating teachers toward role relationships in student teacher placement?
3. What are the opinions of cooperating teachers toward student teacher evaluation?
4. What are the opinions of cooperating teachers toward inservice education of cooperating teachers?

Thirty-one five-alternative items were used to elicit answers to the above questions. The items related to the four research questions were intermixed on the survey instrument but for this analysis these items will be grouped in terms of the appropriate research questions.

The allocation of items to the research questions was as follows: question one, 11 items; question two, 5 items; question three, 13 items; and question four, 2 items. The data generated by these items were collapsed, both positively (strongly agree, agree) and negatively (strongly disagree, disagree), to provide broader perspective on the respondents' opinions.

The items on the questionnaire designed to yield supplementary persoral and school data were tabulated according to numbers, percentages, and frequencies.

69

Of the 464 surveys remaining after those from teachers who had not supervised student teachers were deleted, 298 were from male and 166 were from female cooperating teachers, for percentages of 64.22 and 35.78, respectively (see Table 1 and Figure 2).

Another area used for comparison and investigation was the size of the schools. From Table 1 it can readily be seen that 68 teachers or 14.66 percent of those responding were from schools under 500 population. One hundred five or 22.63 percent were from schools of 500-999 students. The largest group, 171 teachers or 36.85 percent came from schools enrolling 1,000 to 1,999 students. The largest schools, over 2,000 students, had 120 teachers or 25.86 percent responding (see Figure 3).

The tables summarizing the data provided by the thirty-one central items were divided into two categories: males, females, and totals in one group and sizes of schools in the other group. These tables indicate the number of participants in each category, the total number of participants, and the total percentages.

The items employed to secure answers to the first research question dealt primarily with qualifications of cooperating teachers, assignment and placement of student teachers, and compensation for cooperating teachers.

Answers to Research Question One: What Are the Opinions of Cooperating Teachers Toward Student Teaching Placement?

Item 1: Cooperating teachers should have a minimum number of years teaching experience.

Table 2 indicates the opinions of the male and female respondents regarding Item 1. When the data are collapsed, approximately 92 percent

TABLE 1

PERSONAL DATA: NUMBERS AND PERCENTAGES

Item	Number	Percent
Sex		
Male	298	64.22
Female	166	35.78
Total	464	100.00
Size of School		
Under 500	68	14.66
500-999	105	22.63
1,000-1,999	171	36.85
Over 2,000	120	25.86
Total	464	100.00
Degree Held		
B.A.	185	39.87
M.A.	273	58.84
Ed.S.	1	0.21
Ph.D.	5	1.08
Total	464	100.00
Years Experience		
1-3	49	10.56
4-6	103	22.20
7-9	69	14.87
10+	243	52.37
Total	464	100.00
Number of Student Teachers		
1-3	257	55.39
4-6	101	21.77
7-9	34	7.33
10+	72	15.51
Total	464	100.00

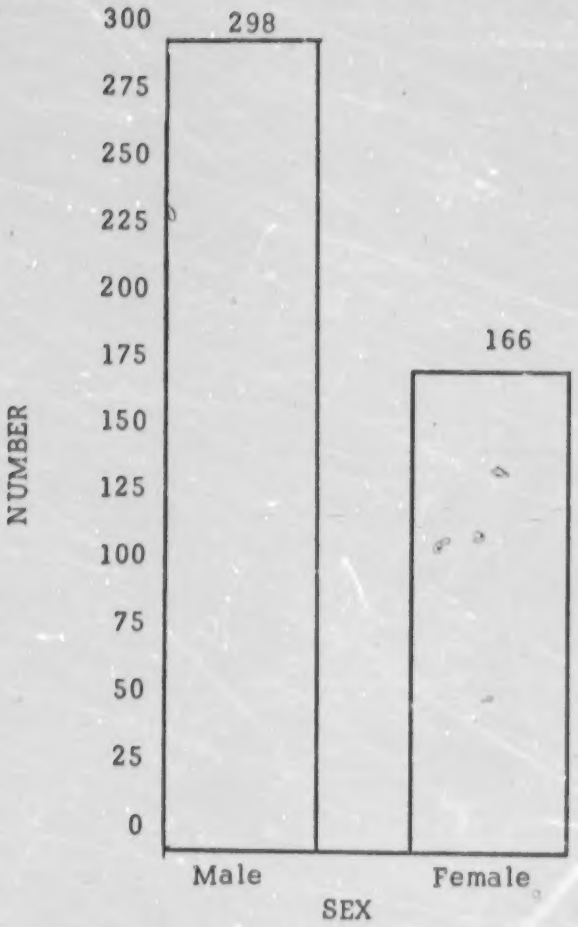

FIGURE 2

SEX OF COOPERATING TEACHERS

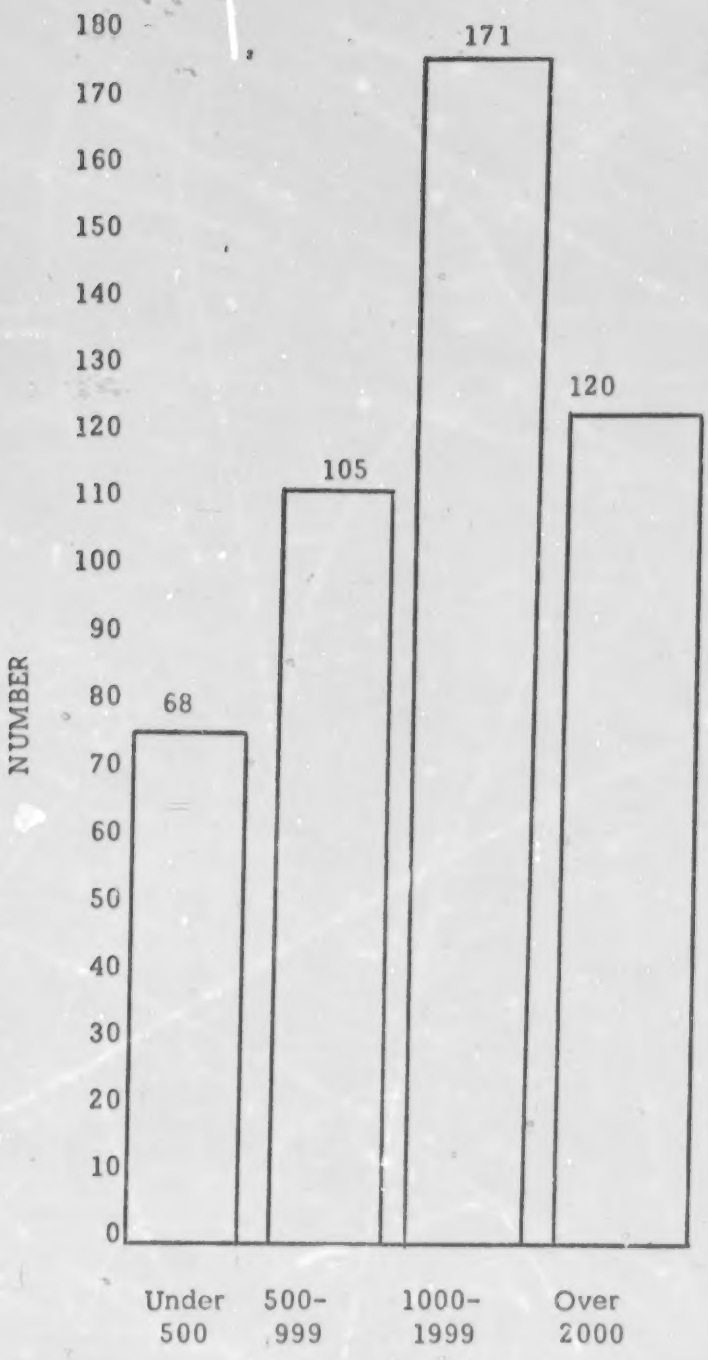

FIGURE 3

SIZE OF SCHOOLS

of the males and 91 percent of the females agreed that cooperating teachers should have a minimum number of years teaching experience. In this study when the term "approximately" is used in connection with a percentage figure, it denotes that the percentage has been rounded to the next highest point. With more than 91 percent of the respondents providing such high ratings, it appears that teaching experience is perceived as an important qualification for cooperating teachers.

TABLE 2

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 1

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	133	44.63	73	43.98	206	44.40
Agree	141	47.32	78	46.99	219	47.20
Undecided	6	2.01	1	0.60	7	1.51
Disagree	15	5.03	11	6.63	26	5.60
Strongly Disagree	3	1.01	3	1.80	6	1.29
Total	298	100.00	166	100.00	464	100.00

When the data in Table 3 are collapsed, they show that all participants agreed that a minimum number of years teaching experience is desirable for service as a cooperating teacher. In fact, 88 percent, 93 percent, 92 percent, and 91 percent, respectively, in the different enrollment categories agreed.

TABLE 3

RESPONSES TO ITEM 1 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	35	51.48	46	43.81	72	42.11	53	44.17
Agree	25	36.76	52	49.53	86	50.29	56	46.67
Undecided	2	2.94	0	0.00	2	1.17	3	2.50
Disagree	6	8.82	5	4.76	8	4.68	7	5.83
Strongly Disagree	0	0.00	2	1.90	3	1.75	1	0.83
Total	68	100.00	105	100.00	171	100.00	120	100.00

This investigator views the findings in Tables 2 and 3 as indication that the respondents consider a minimum number of years teaching experience essential to service as a cooperating teacher. This conclusion is reinforced by the data in Tables 4 and 5 which indicate the minimum number of years deemed necessary. For example, Item 2 states:

> Item 2: If you "agreed" with statement #1, how many years of teaching experience should be a minimum? One Year, Two Years, Three Years, Four or More Years.

The responses to this item in terms of male, female, and total categories grouped by both numbers and percentages are presented in Table 4. Of the 274 males who agreed that a minimum number of years experience is necessary, about 70 percent indicated that three or more years should be the minimum. Approximately the same percentage of the women, 69, also agreed on three or more years.

TABLE 4

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 2

	Male		Female		Total	
Response	N	%	N	%	N	%
One Year	19	6.93	9	5.96	28	6.59
Two Years	63	22.99	38	25.16	101	23.76
Three Years	101	36.86	60	39.74	161	37.88
Four or More Years	91	33.22	44	29.14	135	31.77
Total	274	100.00	151	100.00	425	100.00

The comparison of responses to Item 2 in Table 5 reveals that 68 percent in the under 500 category, 70 percent in the 500-999 category, 64 percent in the 1,000-1,999 category, and 78 percent in the over 2,000

category favor at least three years teaching experience for service as a cooperating teacher.

TABLE 5

RESPONSES TO ITEM 2 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
One Year	7	11.70	8	8.16	11	6.97	2	1.83
Two Years	12	20.00	21	21.43	46	29.11	22	20.18
Three Years	21	35.00	40	40.82	60	37.97	40	36.70
Four or More Years	20	33.30	29	29.59	41	25.95	45	41.29
Total	60	100.00	98	100.00	158	100.00	109	100.00

Item 3: Cooperating teachers should have tenure in their school systems.

The main implications of the data in Table 6 are that the respondents lack consensus on the necessity for tenure for cooperating teachers. When the data are collapsed, the survey participants, both males and females, disagreed that cooperating teachers should have tenure in their school systems. Approximately 47 percent of the males and 48 percent of the females disagreed with Item 3. Seventeen percent were undecided about the matter of tenure.

TABLE 6

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 3

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	43	14.43	21	12.65	64	13.79
Agree	67	22.48	33	19.88	100	21.55
Undecided	48	16.11	32	19.28	80	17.24
Disagree	114	38.26	63	37.95	177	38.15
Strongly Disagree	26	8.72	17	10.24	43	9.27
Total	298	100.00	166	100.00	464	100.00

Table 7 contains the data on cooperating teacher tenure summarized in terms of the four school enrollment categories. Here the type of response that appears in Table 6 is apparent. The collapsed data show that 53 percent of the teachers in schools of under 500 students disagreed with Item 3; 49 percent of those in schools of 500-999 disagreed; 49 percent of those in schools having 1,000-1,999 students disagreed; and 41 percent in schools over 2,000 disagreed. Here, too, many participants in this study were undecided, especially in the 500-999 category where approximately 23 percent gave this response.

TABLE 7

RESPONSES TO ITEM 3 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	8	11.76	10	9.52	24	14.04	22	18.33
Agree	11	16.18	20	19.05	39	22.80	30	25.00
Undecided	13	19.12	24	22.86	34	14.04	19	15.83
Disagree	31	45.59	41	39.05	63	36.84	42	35.00
Strongly Disagree	5	7.35	10	9.52	21	12.28	7	5.84
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 10: Cooperating teachers' classroom teaching should be observed by university supervisors before student teachers are assigned.

Contrasting the male and female respondents' reactions to being observed by the university supervisors reveals that 11 percent of the males and 14 percent of the females strongly agreed that they should be observed. A collapsing of the data shows that approximately 49 percent of the males and 56 percent of the females agreed with Item 10. As

indicated in Table 8, 16 percent of all the respondents were undecided on this matter.

TABLE 8

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 10

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	33	11.07	23	13.86	56	12.07
Agree	112	37.58	70	42.17	182	39.22
Undecided	53	17.79	23	13.86	76	16.38
Disagree	78	26.18	42	24.69	119	25.65
Strongly Disagree	22	7.38	9	5.42	31	6.68
Total	298	100.00	166	100.00	464	100.00

An analysis of the respondents' reactions to Item 10, Table 9, using the four enrollment classifications also reveals that many are undecided on the issue. Twenty-one percent of the teachers in the under 500 category were undecided compared with 14 percent in the 500-999 category. Sixteen percent in the 1,000-1,999 group and 17 percent in the over 2,000 category registered the same position. A consolidation of the data reveals that in the 500-999 group 59 percent agreed and in the 1,000-1,999 category 56 percent agree. The data in Tables 8 and 9 seem to indicate that in some areas teachers are uncertain as to the role that observation by university supervisors should play in the selection of cooperating teachers.

Item 23: Student teaching should be done in junior or senior high school but not in both.

The above statement takes on more meaning when it is realized that successful Missouri student teachers are certified at both levels. As indicated in Table 10, the male and female percentages are very

TABLE 9

RESPONSES TO ITEM 10 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	5	7.35	16	15.24	24	14.04	11	9.17
Agree	24	35.30	46	43.81	72	42.11	40	33.33
Undecided	14	20.59	15	14.29	27	15.79	20	16.67
Disagree	21	30.88	24	22.85	37	21.63	37	30.83
Strongly Disagree	4	5.88	4	3.81	11	6.43	12	10.00
Total	68	100.00	105	100.00	171	100.00	120	100.00

similar. Eleven males or 4 percent strongly agreed, while 4 females or 2 percent strongly agreed. This item elicited a variety of reactions with many of the respondents selecting the undecided alternative: 28 percent of the males and 22 percent of the females. A consolidation of the data indicated that 48 percent of the males and 51 percent of the females disagreed.

TABLE 10

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 23

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	11	3.69	4	2.41	15	3.23
Agree	61	20.47	41	24.70	102	21.98
Undecided	82	27.52	37	22.29	119	25.65
Disagree	121	40.60	67	40.36	188	40.52
Strongly Disagree	23	7.72	17	10.24	40	8.62
Total	298	100.00	166	100.00	464	100.00

The data in Table 11 are based on Item 23 and are summarized in terms of the four school enrollment categories. Here as in Table 10 numerous respondents in all categories were undecided. Twenty-eight percent in the under 500 category, 30 percent in the 500-999 category, 25 percent in schools with 1,000-1,999 students, and 22 percent in

schools of over 2,000 were undecided on this item. When the data were collapsed, it was evident that the two negative alternatives had elicited the largest percentages of responses, though in two categories these responses did not constitute a majority. In the four categories, 46 percent, 50 percent, 51 percent, and 47 percent, respectively, disagreed with the item. It seems apparent that many of these cooperating teachers favor requiring student teaching experiences at both the junior and senior high school levels.

TABLE 11

RESPONSES TO ITEM 23 GROUPED BY THE FOUR ENROLIMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	4	5.88	3	2.86	4	2.34	4	3.33
Agree	14	20.59	17	16.19	38	22.22	33	27.50
Undecided	19	27.94	32	30.48	42	24.56	26	21.67
Disagree	24	35.30	39	37.14	73	42.69	52	43.33
Strongly Disagree	7	10.29	14	13.33	14	8.19	5	4.17
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 24: Student teaching should be done in both junior and senior high school.

The data regarding student teaching placement in both junior and senior high schools are indicated in Table 12. If the data are collapsed, it can be noted that 49 percent of the males and 48 percent of the females agreed. The consolidated data also show that 24 percent of the males and 27 percent of the females disagreed with the item stated above. One hundred twenty-four of the 464, almost 27 percent, were undecided on the issue. It can be concluded that approximately one of every two

of these cooperating teachers believes that student teaching at both the junior and senior high levels should be required.

TABLE 12

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 24

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	40	13.42	20	12.05	60	12.93
Agree	105	35.23	59	35.54	164	35.34
Undecided	82	27.52	42	25.30	124	26.73
Disagree	64	21.48	42	25.30	106	22.84
Strongly Disagree	7	2.35	3	1.81	10	2.16
Total	298	100.00	166	100.00	464	100.00

The data in Table 13 do not indicate any strong direction; however, the following levels of agreement are apparent in the various enrollment categories: under 500, 34 percent; 500-999, 32 percent; 1,000-1,999, 40 percent; and over 2,000, 33 percent. Although the agree alternative did not elicit a majority of responses in any category, more respondents in each enrollment group checked this response than any of the other possibilities. A consolidation of the data indicated that 48 percent of the respondents employed in schools with fewer than 500 students agreed. Fifty percent in schools with 500-999 students, 51 percent in the 1,000-1,999 category, and 42 percent in the largest schools gave this same response. The data in both Tables 12 and 13 indicate that in all categories there were many cooperating teachers who were undecided on the issue. The teachers in the largest enrollment category indicated a somewhat lower level of agreement than did those in the smaller schools; however, this difference was not significant.

TABLE 13

RESPONSES TO ITEM 24 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

Response	Under 500		500-999		1000-1999		Over 2000	
	N	%	N	%	N	%	N	%
Strongly Agree	10	14.71	19	18.10	20	11.70	11	9.17
Agree	23	33.82	34	32.38	68	39.77	39	32.50
Undecided	18	26.47	28	26.67	51	29.82	27	22.50
Disagree	14	20.59	23	21.90	30	17.54	39	32.50
Strongly Disagree	3	4.41	1	0.95	2	1.17	4	3.33
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 26: Student teacher preparation should be different for urban and rural student teachers.

A close analysis of the data in Table 14 reveals some important information. The males who strongly agreed that student teacher preparation should be different for urban and rural student teachers numbered 37 or 12 percent and the females numbered 18 or 11 percent. When the data are consolidated, 50 percent of the males and 48 percent of the females agreed with Item 26. Sixteen percent of the males and 14 percent of the females were undecided on this issue. Consolidating the negative responses revealed that 34 percent of the males and 37 percent of the females disagreed with requiring different preparation for urban and rural student teachers.

The data in Table 15 provide an interesting overview of opinions toward student teacher preparation. For example, 34 percent of the participants employed in schools under 500 students agreed with Item 26 and a like percentage disagreed. However, a consolidation of the data reveals that 49 percent agreed and 35 percent disagreed, while 16 percent of the respondents in the smallest schools were undecided. In

TABLE 14

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 26

Response	Male		Female		Total	
	N	%	N	%	N	%
Strongly Agree	37	12.42	18	10.84	55	11.86
Agree	112	37.58	62	37.35	174	37.50
Undecided	47	15.77	24	14.46	71	15.30
Disagree	87	29.19	55	33.13	142	30.60
Strongly Disagree	15	5.04	7	4.22	22	4.74
Total	298	100.00	166	100.00	464	100.00

contrast with this, 40 percent of those participants in schools with 500-999 students agreed and 41 percent disagreed with Item 26. In the 1,000-1,999 category, 50 percent agreed and 35 percent disagreed, with 15 percent undecided on the item. The largest agreement percentage, 57, came from teachers in the over 2,000 category; only 31 percent of this group disagreed. The respondents employed in larger schools registered a somewhat higher level of agreement toward the requiring of different preparation for student teachers desiring placement in rural and urban environments than did their counterparts in smaller schools. However, this difference was not significant.

TABLE 15

RESPONSES TO ITEM 26 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

Response	Under 500		500-999		1000-1999		Over 2000	
	N	%	N	%	N	%	N	%
Strongly Agree	10	14.71	12	11.43	16	9.36	17	14.17
Agree	23	33.82	30	28.57	70	40.94	51	42.50
Undecided	11	16.18	20	19.05	25	14.61	15	12.50
Disagree	23	33.82	33	31.43	54	31.58	32	26.66
Strongly Disagree	1	1.47	10	9.52	6	3.51	5	4.17
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 27: If you strongly agree or agree to Item 26 answer Item 27. Urban student teaching preparation should deal with techniques involving controversial issues such as crime, sex, racialism, etc.

The data in Table 16 were obtained from only those teachers surveyed who strongly agreed or agreed with Item 26. Male and female respondents' percentages were indicative of the importance of this dimension of teacher education as 26 percent of the males and 23 percent of the females strongly agreed. Ninety-four males or 63 percent agreed and 53 females or 66 percent agreed. Consolidating the data discloses that 89 percent of the males and a like percentage of the females agreed with Item 27.

TABLE 16

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 27

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	38	25.50	18	22.50	56	24.46
Agree	94	63.09	53	66.25	147	64.19
Undecided	11	7.38	2	2.50	13	5.68
Disagree	6	4.03	5	6.25	11	4.80
Strongly Disagree	0	0.00	2	2.50	2	0.87
Total	149	100.00	80	100.00	229	100.00

The data in Table 17 indicate an affirmative position on the part of the respondents in all four school enrollment categories. Forty-two percent of the participants employed in schools with fewer than 500 students strongly agreed and 46 percent agreed with Item 27, a combined total of 88 percent; 24 percent strongly agreed and 71 percent agreed in the 500-999 category, a combined total of 95 percent; 25 percent

strongly agreed and 63 percent agreed in the 1,000-1,999 category, a combined total of 86 percent; and 18 percent strongly agreed and 71 percent agreed in the over 2,000 category, a combined total of 89 percent. It can be concluded from both Tables 16 and 17 that the respondents agreed that urban student teaching preparation should deal with techniques appropriate for treating controversial issues.

TABLE 17

RESPONSES TO ITEM 27 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	14	42.42	10	23.81	20	23.26	12	17.65
Agree	15	45.46	30	71.43	54	62.79	48	70.59
Undecided	1	3.03	2	4.76	6	6.98	4	5.88
Disagree	3	9.09	0	0.00	5	5.81	3	4.41
Strongly Disagree	0	0.00	0	0.00	1	1.16	1	1.47
Total	33	100.00	42	100.00	86	100.00	68	100.00

Item 28: If you strongly agree or agree to Item 26 answer Item 28. Urban student teaching preparation should deal with techniques involving controversial issues such as agricultural economy, soil use, and rural socialization.

Table 18 summarizes the respondents' reactions to the inclusion of issues with a rural orientation in the preparation of student teachers for an urban setting. There were 17 males or 11 percent who strongly agreed and 84 or 56 percent who agreed. Consolidating the data discloses that 68 percent of the males agreed with Item 28. Sixty-three percent of the females agreed and about 13 percent strongly agreed for an affirmative response total of approximately 75 percent. The data in Table 18 can be better understood when the data in Table 14 are reviewed.

In Table 14 approximately 49 percent of the respondents agreed that student teaching preparation should be different for urban and rural student teachers. However, it can be concluded from Table 18 that a majority of these participants reacted favorably to including the study of controversial issues related to both rural and urban environments in the preparation of urban student teachers. Numerous respondents added written comments to the survey instrument indicating strong preference for including intensive study of controversial issues related to both rural and urban environments in the programs of all prospective teachers.

TABLE 18

MALES, FEMALES, AND TOTAL RESPONSES TO ITEM 28

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	17	11.41	10	12.50	27	11.79
Agree	84	56.38	50	62.50	134	58.52
Undecided	26	17.45	5	6.25	31	13.53
Disagree	20	13.42	13	16.25	33	14.41
Strongly Disagree	2	1.34	2	2.50	4	1.75
Total	149	100.00	80	100.00	229	100.00

The data in Table 19 indicate that the participants in the various school enrollment categories differ in their opinions. For example, only 8 percent of the respondents in the 1,000-1,999 category were undecided, whereas 18 percent of the respondents in schools under 500 and 19 percent in the over 2,000 category were undecided on Item 28. Those who disagreed with the statement range from 7 percent in the 500-999 category to 21 percent in the under 500 category. A consolidation of the data indicated that 61 percent in the under 500 category, 81 percent

in the 500-999 category, 74 percent in the 1,000-1,999 category, and 63 percent in the over 2,000 category agreed with Item 28. It should be noted that those respondents in the 500-999 and 1,000-1,999 categories reacted more favorably than did the participants in the smallest and largest schools. However, a majority of the teachers in all categories reacted favorably to Item 28.

TABLE 19

RESPONSES TO ITEM 28 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	5	15.15	6	14.29	13	15.12	3	4.41
Agree	15	45.46	28	66.67	51	59.30	40	58.82
Undecided	6	18.18	5	11.90	7	8.14	13	19.12
Disagree	7	21.21	3	7.14	11	12.79	12	17.65
Strongly Disagree	0	0.00	0	0.00	4	4.65	0	0.00
Total	33	100.00	42	100.00	86	100.00	68	100.00

Item 31: Cooperating teachers should demonstrate teaching competencies that student teachers should attain.

The data in Table 20 indicate that 66 percent of the males and a like percentage of females agreed with the above statement. Eleven percent of the males and 10 percent of the females disagreed. A consolidation of the data shows 74 percent of the males and 76 percent of the females agreed, while 13 percent of the males and 12 percent of the females disagreed.

A consolidation of the data from the two agreement categories in Table 21 indicated the following positive reactions: under 500, 78 percent; 500-999, 78 percent; 1,000-1,999, 74 percent; and over 2,000, 71 percent. It can be concluded from Table 21 that a majority of the

TABLE 20

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 31

Response	Male		Female		Total	
	N	%	N	%	N	%
Strongly Agree	23	7.72	17	10.24	40	8.62
Agree	198	66.44	109	65.66	307	66.16
Undecided	38	12.75	20	12.05	58	12.50
Disagree	34	11.41	16	9.64	50	10.78
Strongly Disagree	5	1.68	4	2.41	9	1.94
Total	298	100.00	166	100.00	464	100.00

respondents agreed that cooperating teachers should demonstrate the teaching competencies which student teachers are expected to attain.

TABLE 21

RESPONSES TO ITEM 31 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

Response	Under 500		500-999		1000-1999		Over 2000	
	N	%	N	%	N	%	N	%
Strongly Agree	11	16.18	10	9.52	11	6.43	8	6.67
Agree	42	61.77	72	68.57	116	67.83	77	64.17
Undecided	7	10.29	9	8.57	24	14.04	18	15.00
Disagree	8	11.76	10	9.52	18	10.53	14	11.66
Strongly Disagree	0	0.00	4	3.82	2	1.17	3	2.50
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 29: Cooperating teachers should take student teachers without monetary compensation.

The numbers and percentages of respondents in Tables 22 and 23 indicate the opinions of cooperating teachers regarding this item. Survey participants who strongly agreed with Item 29 numbered 13 males or 4 percent and 5 females or 3 percent. Thirty-seven males or 12 percent and 28 females or 17 percent agreed with Item 29. A consolidation of the data revealed that 71 percent of the males and 67 percent of the females disagreed with the statement. It can be concluded from the data

in Table 22 that the respondents felt that they should receive cash for their time spent in helping student teachers.

TABLE 22

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 29

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	13	4.36	5	3.02	18	3.88
Agree	37	12.42	28	16.87	65	14.01
Undecided	36	12.08	21	12.65	57	12.28
Disagree	115	38.59	69	41.56	184	39.66
Strongly Disagree	97	32.55	43	25.90	140	30.17
Total	298	100.00	166	100.00	464	100.00

In an analysis of the data in Table 23 it should be noted that a majority of participants employed in all four enrollment categories reacted unfavorably to Item 29. Collapsing the data indicated that 57 percent in the under 500 category, 67 percent in the 500-999 category, 77 percent in the 1,000-1,999 category, and 69 percent in the over 2,000 category disagreed with the statement that they should take student teachers without compensation.

TABLE 23

RESPONSES TO ITEM 29 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	6	8.82	4	3.81	3	1.75	5	4.17
Agree	13	19.12	14	13.33	20	11.70	18	15.00
Undecided	10	14.70	17	16.19	16	9.36	14	11.67
Disagree	26	38.24	38	36.19	79	46.20	41	34.16
Strongly Disagree	13	19.12	32	30.48	53	30.99	42	35.00
Total	68	100.00	105	100.00	171	100.00	120	100.00

The opinions the cooperating teachers offered in response to the items related to the first research question of this study support the hypothesis as evidenced in these teachers' preferences for practices which differ from those commonly employed in northeast Missouri student teaching programs. In view of the fact that at least 50 percent of these participants favor the practices listed below, it would appear that they are worthy of consideration by teacher educators and of inclusion on the model for program revision which will be presented at the end of this chapter.

Capsule descriptions of current northeast Missouri practices reported in various materials such as handbooks are presented in parentheses:

1. The respondents agreed that teachers should have at least three years teaching experience to qualify as cooperating teachers.
   (One year of teaching experience is required at present.)
2. The respondents surveyed supported observation of social studies teachers by the university supervisors before student teachers are assigned.
   (The observation of social studies teachers' by university supervisors is not presently a part of the process by which student teachers are assigned.)
3. The respondents agreed that student teaching should be both junior and senior high school.
   (Currently student teachers are generally assigned to either junior or senior high school stations.)
4. The respondents agreed that student teacher preparation should be different for urban and rural student teachers,

and should deal with controversial issues such as crime, sex, racialism, agricultural economy, soil use, etc. (Present preparation programs are fairly uniform for all prospective teachers.)

5. The respondents agreed that cooperating teachers should demonstrate teaching competencies that student teachers should attain.
(Such a list of teaching competencies has not been formulated.)

6. The respondents indicated that they should be compensated in cash for working with student teachers.
(Some institutions issue tuition vouchers.)

Answer to Research Question Two: What Are the Opinions of Cooperating Teachers Toward Role Relationships in Student Teacher Placement?

Item 16: University supervisors should visit schools only when requested by the cooperating teacher or the student teacher.

The data in Table 24 present the opinions of the respondents to the statement above. When the data are collapsed 13 percent of the respondents agreed and 77 percent disagreed. It can be concluded from Table 24 that the respondents felt that university supervisors do not have to be invited to the schools to visit their student teachers.

Table 25 contains data on this same item analyzed in terms of the four school enrollment categories. The greatest degree of variance occurred in the disagree category, ranging from 51 percent in the under 500 category to 69 percent in the 1,000-1,999 category. A relatively wide range of difference also occurred in the undecided area: 10 percent in the under 500 category, 3 percent in the 500-999 area, 11 percent

TABLE 24

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 16

Response	Male		Female		Total	
	N	%	N	%	N	%
Strongly Agree	3	2.69	1	0.60	9	1.94
Agree	40	13.42	12	7.22	52	11.21
Undecided	31	10.40	14	8.44	45	9.70
Disagree	176	59.06	107	64.46	283	60.99
Strongly Disagree	43	14.43	32	19.28	75	16.16
Total	298	100.00	166	100.00	464	100.00

in schools with 1,000-1,999 students, and 14 percent in the over 2,000 category. A collapsing of the data reveals: under 500, 69 percent; 500-999, 85 percent; 1,000-1,999, 78 percent; and over 2,000, 73 percent. These data suggest that university supervisors should feel free to visit schools at times other than those requested by the cooperating or student teachers.

TABLE 25

RESPONSES TO ITEM 16 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

Response	Under 500		500-999		1000-1999		Over 2000	
	N	%	N	%	N	%	N	%
Strongly Agree	3	4.41	3	2.86	0	0.00	3	2.50
Agree	11	16.18	10	9.52	19	11.11	12	10.00
Undecided	7	10.29	3	2.86	18	10.53	17	14.17
Disagree	35	51.47	66	62.86	118	69.00	64	53.33
Strongly Disagree	12	17.65	23	21.90	16	9.36	24	20.00
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 21: Cooperating teachers should consider student teachers as teacher colleagues when they begin their student teaching.

The data in Table 26 reflect cooperating teachers' reactions to their relationships with their student teachers at the beginning of

field experiences. The data indicate a positive reaction toward the acceptance of student teachers as professional colleagues. The males who strongly agreed that student teachers should be considered as teacher colleagues totaled 57 respondents or 19 percent; the female participants totaled 29 responses or 17 percent. Fifty-seven percent of the males and 50 percent of the females chose the agree alternative. Consolidating the data revealed that 76 percent of the males and a like percentage of the females reacted positively to this item. The respondents who were undecided on this issue numbered only 20, or 4 percent of the total. There were a total of 50 males who disagreed and 31 females for percentages of 17 and 19, respectively. It can be concluded from the data in Table 26 that three out of four cooperating teachers responding felt that student teachers should be accepted as colleagues when they begin their student teaching.

TABLE 26

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 21

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	57	19.13	29	17.47	86	18.53
Agree	171	57.38	98	59.04	269	57.97
Undecided	14	4.70	6	3.62	20	4.32
Disagree	50	16.78	31	18.67	81	17.46
Strongly Disagree	6	2.01	2	1.20	8	1.72
Total	298	100.00	166	100.00	464	100.00

Table 27 supports the above conclusion; the data in all four school enrollment categories indicated that a majority of the participants agreed with Item 21. However, some differences among the various school categories are worthy of note. In the smallest schools, 82 percent of

the respondents agreed while 76 percent of those in schools of 500-999 students gave this response. In the two largest categories, 75 and 76 percent, respectively, agreed. The negative responses, while not large, still represent a fairly large number of teachers. In the four categories respectively, 15 percent, 22 percent, 19 percent, and 19 percent reacted negatively to Item 21.

TABLE 27

RESPONSES TO ITEM 21 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	12	17.64	20	19.05	33	19.30	21	17.50
Agree	44	64.71	60	57.14	95	55.56	70	58.34
Undecided	2	2.94	2	1.90	10	5.85	6	5.00
Disagree	9	13.24	20	19.05	30	17.54	22	18.33
Strongly Disagree	1	1.47	3	2.86	3	1.75	1	0.83
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 22: Cooperating teachers feel that the student teacher should be accepted as a member of the faculty.

Tables 28 and 29 deal with participants' opinions about student teachers being accepted as members of faculties. The male and female cooperating teachers appeared to have similar opinions regarding faculty membership for student teachers. The strong positive feelings regarding Item 22 are most noticeable in the large numbers of respondents who chose the strongly agree and agree alternatives. Ninety-five of those responding strongly agreed with the statement and 240 agreed, a total of 335 favorable responses to the statement, more than 72 percent of the total. There were 100 cooperating teachers who disagreed and 6 who strongly disagreed, a 23 percent negative reaction.

TABLE 28

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 22

Response	Male		Female		Total	
	N	%	N	%	N	%
Strongly Agree	65	21.81	30	18.07	95	20.48
Agree	150	50.34	90	54.22	240	51.72
Undecided	13	4.36	10	6.03	23	4.96
Disagree	66	22.15	34	20.48	100	21.55
Strongly Disagree	4	1.34	2	1.20	6	1.29
Total	298	100.00	166	100.00	464	100.00

TABLE 29

RESPONSES TO ITEM 22 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

Response	Under 500		500-999		1000-1999		Over 2000	
	N	%	N	%	N	%	N	%
Strongly Agree	15	22.06	23	21.90	36	21.05	21	17.50
Agree	38	55.88	52	49.53	90	52.63	60	50.00
Undecided	3	4.41	9	8.57	5	2.93	6	5.00
Disagree	12	17.65	18	17.14	37	21.64	33	27.50
Strongly Disagree	0	0.00	3	2.86	3	1.75	0	0.00
Total	68	100.00	105	100.00	171	100.00	120	100.00

Table 29 contains data regarding Item 22 summarized in terms of the four school enrollment categories. In the smallest schools and in the largest schools no cooperating teacher strongly disagreed while only a total of 6 in the 500-999 and 1,000-1,999 categories strongly disagreed. Consolidating the data reveals that 78 percent in schools under 500 students, 71 percent in the 500-999 category, 74 percent in schools of 1,000-1,999, and 68 percent in the largest schools agreed, respectively. It can be concluded from Tables 28 and 29 that a majority of the respondents felt that a student teacher should be accepted as a member of the faculty.

Item 25: Separate certification should be granted for junior and senior high school teachers.

Table 30 reports male and female opinions to separate certification for junior and senior high school teachers. Forty-seven percent of the males disagreed and 17 percent strongly disagreed with Item 25. Likewise, 47 percent of the females disagreed and 11 percent strongly disagreed with Item 25. Collapsing the data indicated that 65 percent of the males and 58 percent of the females disagreed with the above statement. Sixteen percent of the males and 17 percent of the females were undecided on the issue.. However, as shown above, a majority reacted unfavorably to separate certification.

TABLE 30

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 25

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	15	5.03	10	6.03	25	5.39
Agree	43	14.43	31	18.67	74	15.95
Undecided	47	15.77	29	17.47	76	16.38
Disagree	141	47.32	78	46.99	219	47.20
Strongly Disagree	52	17.45	18	10.84	70	15.08
Total	298	100.00	166	100.00	464	100.00

The data in Table 31 grouped by the four enrollment categories reveal that when the data are collapsed 62 percent in the under 500 category, 54 percent in the 500-999 category, 71 percent in the 1,000-1,999 category, and 57 percent in the over 2,000 category disagreed that separate certification should be granted for junior and senior high school teachers. It can be concluded from Tables 30 and 31 that the majority of the participants did not favor separate certification.

TABLE 31

RESPONSES TO ITEM 25 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

Response	Under 500		500-999		1000-1999		Over 2000	
	N	%	N	%	N	%	N	%
Strongly Agree	6	8.82	8	7.62	6	3.51	5	4.16
Agree	9	13.24	23	21.90	21	12.28	21	17.50
Undecided	11	16.18	17	16.19	22	12.87	26	21.67
Disagree	32	47.06	40	38.10	93	54.39	54	45.00
Strongly Disagree	10	14.70	17	16.19	29	16.95	14	11.67
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 30: Cooperating teachers feel the university supervisor's role should change from advisor to consultant of teaching and learning activities.

The data in Table 32 indicate that 18 percent of the males strongly agreed and 54 percent agreed for a combined total of 72 percent agreement with the above item. The females reacted in the same manner with 24 percent registering strong agreement and 54 percent agreeing for a combined total of 78 percent. Collapsing the data indicated that only 12 percent of the respondents disagreed. It can be concluded from the data in Table 32 that a majority of the participants reacted favorably to university supervisors acting as consultants of teaching and learning activities.

The data in Table 33 reflect an impressive agreement in all four enrollment categories on the consultant role for university supervisors. A consolidation of the data indicated that the respondents in the four enrollment categories registered the following positive reactions: under 500, 74 percent; 500-999, 81 percent; 1,000-1,999, 74 percent;

TABLE 32

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 30

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	55	18.46	40	24.10	95	20.48
Agree	160	53.69	89	53.61	249	53.66
Undecided	44	14.77	20	12.05	64	13.79
Disagree	33	11.07	16	9.64	49	10.56
Strongly Disagree	6	2.01	1	0.60	7	1.51
Total	298	100.00	166	100.00	464	100.00

and over 2,000, 68 percent. Thus, the data in Table 33 indicate strong support for university supervisors serving as consultants.

TABLE 33

RESPONSES TO ITEM 30 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	18	26.47	21	20.00	37	21.64	19	15.83
Agree	32	47.06	64	60.96	90	52.63	63	52.50
Undecided	8	11.76	10	9.52	27	15.79	19	15.83
Disagree	9	13.24	9	8.57	14	8.19	17	14.17
Strongly Disagree	1	1.47	1	0.95	3	1.75	2	1.67
Total	68	100.00	105	100.00	171	100.00	120	100.00

The opinions the cooperating teachers offered in response to the items related to the second research question of this study also support the hypothesis as is apparent in their preferences for the practices listed below:

1. The respondents indicated that university supervisors should be free to visit their student teachers at any time. (Many present university supervisors feel that they must arrange their visits in advance.)

2. The respondents indicated that student teachers should be accepted as teacher colleagues and as members of faculties. (The personnel of numerous schools do not accord student teachers this status.)
3. The respondents indicated that the university supervisor should act as a consultant of teaching and learning activities. (Presently university supervisors devote almost all of their time to observing student teachers and conducting follow-up conferences.)

Answers to Research Question Three: What Are the Opinions of Cooperating Teachers Toward Student Teacher Evaluation?

Item 4: Student teaching should be for an eight week period.

The length of the student teaching period appears to be of professional concern to cooperating teachers. It is interesting to note in Table 34 the teachers' opinions regarding the time period for student teaching. As indicated in Chapter II, one national study reported an average time requirement that exceeded eleven weeks.

TABLE 34

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 4

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	20	6.71	15	9.04	35	7.54
Agree	81	27.18	58	34.94	139	29.96
Undecided	42	14.10	19	11.45	61	13.15
Disagree	108	36.24	53	31.92	161	34.70
Strongly Disagree	47	15.77	21	12.65	68	14.65
Total	298	100.00	166	100.00	464	100.00

As indicated in Table 34, the collapsed data shows that approximately 34 percent of the males and 44 percent of the females agreed that the assignment should be for an eight week period, while 52 percent of the males and 45 percent of the females disagreed. A study of Tables 34 through 39 is needed for broad perspective because all of these relate to Items 4 through 6 which refer to the length of the student teaching assignment. However, a collapsing of the data shows that approximately 49 percent disagreed and 37 percent agreed that student teaching should be for an eight week period.

Table 35 indicates, as did Table 34, that the teachers had a wide range of reactions to the eight week period. When the data are collapsed, approximately 43 percent, 44 percent, 43 percent, and 21 percent, respectively, in the four enrollment categories agreed to the eight week period. Approximately 44 percent, 43 percent, 49 percent, and 61 percent, respectively, in the four enrollment categories disagreed with the eight week period.

TABLE 35

RESPONSES TO ITEM 4 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	7	10.29	11	10.47	14	8.19	3	2.50
Agree	22	32.35	35	33.34	60	35.09	22	18.33
Undecided	12	17.65	14	13.33	13	7.60	22	18.33
Disagree	18	26.47	33	31.43	63	36.84	47	39.17
Strongly Disagree	9	13.24	12	11.43	21	12.28	26	21.67
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 5: Student teaching should be for less than eight weeks.

Comparing the data in Tables 36 and 37 concerning whether student teaching should be for less than eight weeks discloses differences of opinion. Less than 3 percent of the males and females agreed with Item 5. A collapsing of the data shows that 88 percent of the respondents disagreed with less than eight weeks for student teaching. With 410 of the 464 total participants in Table 36 against reducing the eight week requirement, it is apparent that eight weeks is regarded as a minimal student teaching period.

TABLE 36

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 5

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	2	0.67	0	0.00	2	0.43
Agree	6	2.01	5	3.02	11	2.37
Undecided	32	10.74	9	5.42	41	8.84
Disagree	132	44.30	87	52.41	219	47.20
Strongly Disagree	126	42.28	65	39.15	191	41.16
Total	298	100.00	166	100.00	464	100.00

TABLE 37

RESPONSES TO ITEM 5 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	0	0.00	2	1.90	0	0.00	0	0.00
Agree	1	1.47	1	0.95	3	1.75	6	5.00
Undecided	8	11.76	10	9.52	8	4.68	15	12.50
Disagree	34	50.00	50	47.63	90	52.63	45	37.50
Strongly Disagree	25	36.77	42	40.00	70	40.94	54	45.00
Total	68	100.00	105	100.00	171	100.00	120	100.00

Table 37 presents data on the same item analyzed in terms of the four school enrollment categories, with the same reactions apparent.

Few respondents reacted positively to the prospect of a student teaching period shorter than eight weeks. When the data are collapsed, it is found that almost 90 percent of the respondents reacted negatively to Item 5.

Item 6: Student teaching should be for a full semester.

It is possible to conclude from Table 38 that the respondents reacted more favorably to a full semester of student teaching than they did to a shorter period. The 60 percent plus agreement indicates that the respondents believe that the semester should be strongly considered as the length of the student teaching experience.

TABLE 38

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 6

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	95	31.88	39	23.49	134	28.88
Agree	105	35.23	61	36.75	166	35.78
Undecided	36	12.08	18	10.84	54	11.64
Disagree	52	17.45	41	24.70	93	20.04
Strongly Disagree	10	3.36	7	4.22	17	3.66
Total	298	100.00	166	100.00	464	100.00

Table 39 contains the reactions to the same item stated above but uses the four school enrollment categories. Consolidated data here also indicates a strong preference for a full semester of student teaching, especially in the over 2,000 school population category in which 71 percent of the respondents agreed. Seventy percent of the teachers in the 1,000-1,999 category agreed; 54 percent in the 500-999 size group and 57 percent in the under 500 population also agreed. Thus the data in Tables 35, 37, and 39 make it quite clear that the teachers

favor a full semester of student teaching. The teachers in the larger schools reacted more strongly than the teachers in the smaller schools; however, a majority of teachers in all four enrollment categories favored a full semester.

TABLE 39

RESPONSES TO ITEM 6 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	21	30.88	28	26.67	40	23.39	45	37.50
Agree	18	26.47	29	27.62	79	46.19	40	33.33
Undecided	11	16.18	14	13.33	15	8.77	14	11.67
Disagree	15	22.06	27	25.71	32	18.72	19	15.83
Strongly Disagree	3	4.41	7	6.67	5	2.93	2	1.67
Total	68	100.00	105	100.00	171	100.00	120	100.00

Tables 40 and 41 indicate the reaction to Item 7 which follows:

Item 7: Cooperating teachers feel that student teachers will reject suggestions except those applicable to the current situations.

A consolidation of the responses shows 66 percent of the males and 68 percent of the females chose the disagree alternative. However, 26 percent of the teachers surveyed indicated that they were undecided about the item.

TABLE 40

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 7

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	1	0.34	0	0.00	1	0.22
Agree	28	9.39	5	3.02	33	7.11
Undecided	71	23.82	48	28.91	119	25.65
Disagree	177	59.40	95	57.23	272	58.62
Strongly Disagree	21	7.05	18	10.84	39	8.40
Total	298	100.00	166	100.00	464	100.00

TABLE 41

RESPONSES TO ITEM 7 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

Response	Under 500		500-999		1000-1999		Over 2000	
	N	%	N	%	N	%	N	%
Strongly Agree	0	0.00	1	0.95	0	0.00	0	0.00
Agree	6	8.82	3	2.86	14	8.19	10	8.33
Undecided	16	23.53	27	25.71	41	23.98	35	29.17
Disagree	44	64.71	57	54.29	104	60.81	67	55.83
Strongly Disagree	2	2.94	17	16.19	12	7.02	8	6.67
Total	68	100.00	105	100.00	171	100.00	120	100.00

As Table 41 indicates, a majority of the teachers in the four enrollment categories gave negative responses to Item 7. When the data are collapsed, 68 percent of the teachers in the under 500 category selected the disagree alternative; 70 percent in the 500-999 category, 68 percent in the 1,000-1,999 category, and 62 percent in the over 2,000 category also selected the disagree alternative. These data seem to indicate that teachers, approximately two out of three, feel that students will not reject suggestions other than those applicable to the current situation.

Item 11: Cooperating teachers should have the sole responsibility for the evaluation of the student teacher.

The data in Table 42 indicate disagreement with Item 11. Apparently the teachers feel that the responsibility for evaluating student teachers should be shared by the university supervisor and the cooperating teacher. Fifty-six percent of the males and 67 percent of the females disagreed with Item 11. Very few teachers were undecided on this issue; only 3 percent of all teachers responding were undecided. Collapsing

the data reveals that only 29 percent agreed with the statement while 67 percent disagreed.

TABLE 42

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 11

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	29	9.73	6	2.61	35	7.54
Agree	73	24.50	30	18.07	103	22.20
Undecided	13	4.36	3	1.81	16	3.45
Disagree	166	55.70	111	66.87	277	59.70
Strongly Disagree	17	5.71	16	9.64	33	7.11
Total	298	100.00	166	100.00	464	100.00

Table 43 indicates disagreement with cooperating teachers having the sole responsibility for the evaluation of the student teachers. The collapsed data show that participants in all four categories disagreed with Item 11. In schools under 500 students, approximately 68 percent disagreed with the item. Respondents from schools in the other size categories registered the following levels of negative responses: 500-999, 79 percent; 1,000-1,999, 63 percent; over 2,000, 61 percent. Those in agreement registered responses of 26 percent, 20 percent, 24 percent, and 34 percent, respectively, in the four enrollment categories.

TABLE 43

RESPONSES TO ITEM 11 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	6	8.82	5	4.76	11	6.43	12	10.84
Agree	12	17.65	16	15.24	47	27.49	28	23.33
Undecided	4	5.88	1	0.95	5	2.93	6	5.00
Disagree	42	61.77	67	63.81	99	57.89	69	57.50
Strongly Disagree	5	5.88	16	15.24	9	5.26	4	3.33
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 12: Cooperating teachers should develop the criteria used in the evaluation of the student teacher.

The data in Table 44 provide the basis for an interesting analysis. Only about 7 percent of the males strongly agreed, and approximately 44 percent agreed. Collapsing the data reveals that 51 percent of the males agreed and 40 percent disagreed, with 9 percent undecided. With the positive side of the pole in the low 50's and the negative side at about 40 percent, the data present varied reactions to the statement that teachers should develop the criteria for evaluting student teachers. An analysis of data from female respondents indicates the same diversification: 7 percent strongly agreed and 41 percent agreed; 42 percent disagreed and only 3 percent strongly disagreed. Collapsing the data reveals that approximately 48 percent agreed and 45 percent disagreed.

TABLE 44

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 12

Response	Male		Female		Total	
	N	%	N	%	N	%
Strongly Agree	22	7.38	11	6.63	33	7.11
Agree	130	43.62	68	40.96	198	42.67
Undecided	27	9.06	12	7.22	39	8.41
Disagree	116	38.93	70	42.17	186	40.09
Strongly Disagree	3	1.01	5	3.02	8	1.72
Total	298	100.00	166	100.00	464	100.00

A collapsing of the data in Table 45 reveals that 48 percent in the under 500 category agreed and 46 percent disagreed. In the 500-999 category 46 percent agreed and a like percent disagreed. Approximately 50 percent agreed in the 1,000-1,999 category and 43 percent disagreed. In the over 2,000 school enrollment group a collapsing of the data

indicates that 54 percent agreed and 34 percent disagreed. The lack of consensus apparent in Tables 44 and 45 seems to indicate that while many teachers feel they should develop the criteria, an almost equal number seem to want to share this responsibility with university personnel

TABLE 45

RESPONSES TO ITEM 12 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	5	7.35	2	1.90	13	7.60	13	10.84
Agree	28	41.18	46	43.81	72	42.11	52	43.33
Undecided	4	5.88	9	8.57	12	7.02	14	11.67
Disagree	31	45.59	44	41.91	71	41.52	40	33.33
Strongly Disagree	0	0.00	4	3.81	3	1.75	1	0.83
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 13: Student teacher competencies (knowledge, skills, behaviors) to be evaluated should be stated in terms of observable behaviors.

Table 46 contains the cooperating teachers' reactions to the manner in which the performance competencies expected of student teachers should be stated. Many teachers and students alike continually express concern regarding the observable behaviors that are essential to evaluating student teaching performance. Table 46 indicates the male and female support for competencies being stated in terms of observable behaviors. A collapsing of the data reveals 93 percent of the respondents agreed to Item 13 stated above. Of all the teachers surveyed only 4 percent were undecided, and only 4 percent disagreed with Item 13. The data in Table 46 implies that the cooperating teachers approved of stating performance criteria in behavioral terms.

TABLE 46

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 13

Response	Male		Female		Total	
	N	%	N	%	N	%
Strongly Agree	62	20.81	46	27.71	108	23.28
Agree	210	70.47	109	65.66	319	68.75
Undecided	13	4.36	5	3.02	18	3.88
Disagree	11	3.69	6	3.61	17	3.66
Strongly Disagree	2	0.67	0	0.00	2	0.43
Total	298	100.00	166	100.00	464	100.00

It is possible to conclude from Table 47 that teachers in each of the four school enrollment categories responded positively to the evaluation of student teaching performance in terms of observable behaviors. A collapsing of data in the two positive categories in Table 47 indicates that 93 percent of the teachers in the smallest schools agreed with the statement. In other enrollment categories teachers agreed as follows: 500-999, 96 percent; 1,000-1999, 87 percent; over 2,000, 95 percent. It is significant to note that only 1 percent of those surveyed disagreed; this occurred in the 1,000-1,999 category.

TABLE 47

RESPONSES TO ITEM 13 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

Response	Under 500		500-999		1000-1999		Over 2000	
	N	%	N	%	N	%	N	%
Strongly Agree	17	25.00	30	28.57	36	21.05	25	20.83
Agree	46	67.75	71	67.62	113	66.08	89	74.17
Undecided	3	4.41	3	2.86	8	4.68	4	3.33
Disagree	2	2.94	1	0.95	12	7.02	2	1.67
Strongly Disagree	0	0.00	0	0.00	2	1.17	0	0.00
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 14: Criteria to be used in evaluating student teaching competencies should be distributed to student teachers before instruction begins.

The data in Table 48 indicate how the cooperating teachers felt about the distribution of evaluation data to student teachers prior to the beginning of instruction. The combined agreed data for the males was 80 percent and for the females 85 percent. It can be concluded that the respondents were very favorable toward the early communication of evaluation criteria.

TABLE 48

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 14

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	81	27.18	53	31.93	134	28.88
Agree	156	52.36	88	53.01	244	52.59
Undecided	15	5.03	7	4.22	22	4.74
Disagree	40	13.42	16	9.64	56	12.07
Strongly Disagree	6	2.01	2	1.20	8	1.72
Total	298	100.00	166	100.00	464	100.00

As Table 49 indicates, the largest percentages in the four school enrollment categories are reported in the strongly agreed and agreed areas. Collapsing the data reveals that 79 percent of the teachers in schools under 500, 87 percent of the teachers in schools of 500-999 students, 82 percent in the 1,000-1,999 category, and 78 percent of the teachers in schools of over 2,000 students agreed with Item 14. Both Tables 48 and 49 contain data that indicate that the teachers in all categories felt that the competencies used in evaluating student teaching should be given to the student teachers before instruction begins.

TABLE 49

RESPONSES TO ITEM 14 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	18	26.47	36	34.29	46	26.90	34	28.33
Agree	36	52.94	55	52.38	94	54.97	59	49.17
Undecided	4	5.88	3	2.86	10	5.85	5	4.17
Disagree	10	14.71	10	9.52	18	10.53	18	15.00
Strongly Disagree	0	0.00	1	0.95	3	1.75	4	3.33
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 15: Cooperating teachers should make recommendations to prospective employers concerning student teachers.

The data in Table 50 indicate that both the male and the female respondents were very favorable to Item 15. Twenty-two percent of the males strongly agreed with the statement while 63 percent agreed, a total of 85 percent. Eighteen percent of the female respondents indicated strong agreement and 64 percent agreement with Item 15 above, a total of 82 percent. These positive teacher attitudes on this important aspect of the evaluation procedure are reinforced by the contrastingly small percentages of undecided and negative responses. In an analysis of the combined undecided data in Table 50 it can be noted that only 6 percent of all the participants declined to take positive or negative positions on this item. It can also be noted that only about 10 percent of all the respondents disagreed with the statement.

The data in Table 51 communicate a strong positive reaction to cooperating teachers making recommendations to prospective employers. The first category of school sizes, under 500 students, indicates that 19 percent strongly agreed. In the 500-999, 1,000-1,999, and over 2,000

TABLE 50

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 15

Response	Male		Female		Total	
	N	%	N	%	N	%
Strongly Agree	65	21.81	30	18.07	95	20.47
Agree	189	63.42	107	64.46	296	63.79
Undecided	21	7.05	6	3.61	27	5.82
Disagree	20	6.71	18	10.84	38	8.19
Strongly Disagree	3	1.01	5	3.02	8	1.73
Total	298	100.00	166	100.00	464	100.00

categories, 23, 18, and 22 percent, respectively, agreed. The evidence becomes even stronger when the agreed data are combined. In the four categories, 81 percent, 84 percent, 87 percent, and 84 percent, respectively, agreed. As in Table 50, the data in Table 51 indicate that only small percentages of the participants were undecided on Item 15. The largest percentage was in the under 500 category in which approximately 12 percent were undecided. It can be concluded from both Tables 50 and 51 that the teachers who responded felt strongly that they should have a definite part in making recommendations to student teachers' prospective employers.

TABLE 51

RESPONSES TO ITEM 15 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

Response	Under 500		500-999		1000-1999		Over 2000	
	N	%	N	%	N	%	N	%
Strongly Agree	13	19.12	24	22.86	32	18.72	26	21.67
Agree	42	61.77	64	20.95	116	67.84	74	61.67
Undecided	8	11.76	6	5.71	9	5.26	4	3.33
Disagree	5	7.35	8	7.62	11	6.43	14	11.66
Strongly Disagree	0	0.00	3	2.86	3	1.75	2	1.67
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 17: Student teachers should fail if they do not demonstrate certain competencies.

The evaluation of student teachers appears to be a very difficult and often a very perplexing challenge for social studies cooperating teachers. Table 52 contains the respondents' opinions regarding failure for student teachers who do not demonstrate certain competencies. The data were collapsed to give a more comprehensive view of cooperating teachers' opinions. The male social studies teachers agreed in 55 percent of the cases and 87 females or 52 percent agreed that ineffective student teachers should be failed. Overall, approximately 12 percent of those surveyed were undecided. Thirty-three percent of the males and 37 percent of the females disagreed with the statement. These data suggest that approximately half of the respondents are ready to fail students who do not meet certain competencies.

TABLE 52

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 17

Response	Male		Female		Total	
	N	%	N	%	N	%
Strongly Agree	40	13.42	23	13.86	63	13.58
Agree	123	41.28	64	38.55	187	40.30
Undecided	37	12.42	18	10.84	55	11.85
Disagree	89	29.86	54	32.53	143	30.82
Strongly Disagree	9	3.02	7	4.22	16	3.45
Total	298	100.00	166	100.00	464	100.00

The data in Table 53 provide the basis for an analysis based on the four school enrollment categories. The respondents in the under 500 category agreed in 50 percent of the cases and disagreed in 41 percent, with 9 percent undecided when the data were collapsed. In the 500-999

category 54 percent agreed, 12 percent were undecided, and 33 percent disagreed. Teachers in the 1,000-1,999 category agreed in 52 percent of the cases, disagreed in 34 percent, and 14 percent were undecided. Teachers in the largest schools, over 2,000, reacted as follows: 58 percent agreed; 32 percent disagreed; and 10 percent were undecided. It can be restated that approximately half of the cooperating teachers in any category are ready to fail students who do not demonstrate certain competencies.

TABLE 53

RESPONSES TO ITEM 17 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	8	11.77	15	14.29	25	14.61	15	12.50
Agree	26	38.24	42	40.00	64	38.43	55	45.83
Undecided	6	8.82	13	12.38	24	14.04	12	10.00
Disagree	23	33.82	32	30.47	53	30.99	35	29.17
Strongly Disagree	5	7.35	3	2.86	5	2.93	3	2.50
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 18: If student teachers fail they should take student teaching a second time.

Table 54 contains the data regarding cooperating teachers' opinions on a second opportunity for student teachers who fail. Sixteen percent of the males strongly agreed, and 65 percent agreed, with a total of 81 percent registering positive responses. The percentage of the women who strongly agreed was 13. Seventy-one percent chose the agree alternative bringing the total in the two positive categories to 84 percent. More males were undecided than females, with 13 percent and 8 percent, respectively, choosing this alternative. It can be concluded

from the data in Table 54 that four out of five teachers surveyed agreed that teachers who fail should be allowed a second opportunity to demonstrate competence.

TABLE 54

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 18

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	47	15.77	22	13.25	69	14.87
Agree	193	64.77	118	71.09	311	67.03
Undecided	39	13.08	13	7.83	52	11.21
Disagree	12	4.03	11	6.63	23	4.96
Strongly Disagree	7	2.35	2	1.20	9	1.93
Total	298	100.00	166	100.00	464	100.00

Table 55 contains the responses to Item 18 using the four enrollment categories. Responding teachers in all four categories reacted favorably to the statement. A collapsing of the data shows that in schools under 500 students, 72 percent agreed; in schools of 500-999 students, 81 percent agreed. Those schools with 1,000-1,999 students had 83 percent of the teachers in agreement, while 87 percent in the schools of over 2,000 students agreed. Nineteen percent of the participants in schools under 500 were undecided; however, in schools of over 2,000 students only 8 percent of the teachers surveyed were undecided. The percentages of teachers disagreeing were 9 percent, 7 percent, 8 percent, and 5 percent, respectively, in the four enrollment categories. It can be concluded that the teachers in all categories agreed that student teachers who are unsuccessful in their first experience should be given a second chance.

TABLE 55

RESPONSES TO ITEM 18 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

Response	Under 500		500-999		1000-1999		Over 2000	
	N	%	N	%	N	%	N	%
Strongly Agree	12	17.65	14	13.33	25	14.62	18	15.00
Agree	37	54.41	71	67.72	117	68.42	86	71.67
Undecided	13	19.12	13	12.38	16	9.36	10	8.33
Disagree	4	5.88	4	3.81	10	5.85	5	4.17
Strongly Disagree	2	2.94	3	2.86	3	1.75	1	0.83
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 19: Student teachers should have the opportunity to experiment with a variety of techniques during student teaching.

The data in Table 56 reflect the participants' reactions to the phase of student teaching during which student teachers frequently are allowed opportunities to experiment with a variety of techniques. Table 56 indicates affirmative reaction to Item 19. One hundred forty-four male respondents, 48 percent, strongly agreed that student teachers should have the opportunity to experiment with a variety of techniques. Forty-seven percent of the males also agreed, which gave a total of 95 percent positive reaction to statement 19. Fifty-two percent of the females strongly agreed and 46 percent agreed for a total of 98 percent positive reaction to the statement. It can be concluded from the data that approximately 96 percent of the teachers who participated in this study felt that student teachers should have the opportunity to experiment with a variety of techniques during student teaching.

Table 57 records the positive opinions of the participants in all four enrollment categories. In schools with fewer than 500 students 90 percent of the respondents agreed. Ninety-seven percent of the

TABLE 56

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 19

Response	Male		Female		Total	
	N	%	N	%	N	%
Strongly Agree	144	48.32	87	52.41	231	49.78
Agree	139	46.65	76	45.79	215	46.34
Undecided	2	0.67	0	0.00	2	0.43
Disagree	11	3.69	1	0.60	12	2.59
Strongly Disagree	2	0.67	2	1.20	4	0.86
Total	298	100.00	166	100.00	464	100.00

teachers in the three largest enrollment categories agreed. It can be concluded from both Tables 56 and 57 that the cooperating teachers felt that student teachers should have the opportunity to experiment with a variety of techniques during student teaching.

TABLE 57

RESPONSES TO ITEM 19 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

Response	Under 500		500-999		1000-1999		Over 2000	
	N	%	N	%	N	%	N	%
Strongly Agree	27	39.71	53	50.48	89	52.05	62	51.67
Agree	34	50.00	49	46.67	77	45.03	55	45.83
Undecided	0	0.00	1	0.95	1	0.58	0	0.00
Disagree	6	8.82	1	0.95	3	1.76	2	1.67
Strongly Disagree	1	1.47	1	0.95	1	0.58	1	0.83
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 20: Student teachers should be free to try innovative activities while student teaching.

As indicated in Table 58, approximately 33 percent of the male respondents strongly agree, and 54 percent agreed with the above statement, for a combined total of 87 percent. Approximately 37 percent of the females strongly agreed and 54 percent agreed, for a combined total

of 91 percent. The undecided responses were almost negligible with a combined total of only 1 percent. It can be concluded from this table that seven out of eight of the cooperating teachers, or 88 percent, demonstrated consensus with regard to allowing student teachers to try innovative activities.

TABLE 58

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 20

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	97	32.55	62	37.36	159	34.27
Agree	160	53.69	90	54.22	250	53.88
Undecided	5	1.68	1	0.60	6	1.29
Disagree	31	10.40	12	7.22	43	9.27
Strongly Disagree	5	1.68	1	0.60	6	1.29
Total	298	100.00	166	100.00	464	100.00

Table 59 indicates some interesting totals in each of the school enrollment categories regarding student teachers being free to try innovative activities. To accent the respondents' percentages in each category, the data were collapsed. Approximately 90 percent of the teachers, 61 of the 68 respondents in the smallest schools, agreed with Item 20. In the 500-999 category, 91 percent agreed; 87 percent of the teachers in both of the larger schools agreed. Again, approximately seven of every eight respondents favored student teachers being free to try innovative activities.

The opinions the cooperating teachers offered in response to the items related to the third research question of this study also support the hypothesis as indicated in the preferences for the practices listed below:

TABLE 59

RESPONSES TO ITEM 20 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

Response	Under 500		500-999		1000-1999		Over 2000	
	N	%	N	%	N	%	N	%
Strongly Agree	20	29.41	40	38.10	60	35.08	39	32.50
Agree	41	60.30	55	52.38	89	52.05	65	54.17
Undecided	0	0.00	0	0.00	2	1.17	4	3.33
Disagree	7	10.29	9	8.57	13	10.53	9	7.50
Strongly Disagree	0	0.00	1	0.95	2	1.17	3	2.50
Total	68	100.00	105	100.00	171	100.00	120	100.00

1. The respondents indicated that student teaching should be for a full semester.

   (Several institutions employ an eight week student teaching period.)

2. The respondents approved of stating performance criteria in behavioral terms.

   (Most institutions do not employ lists of behaviorally stated performance criteria.)

3. The respondents indicated that evaluation criteria should be distributed to student teachers before instruction begins.

   (Several institutions have not formulated precise criteria for evaluating performance competencies.)

4. The respondents indicated that they should submit recommendations to student teachers' prospective employers.

   (Presently university supervisors submit recommendations based on their conferences with cooperating teachers.)

5. The respondents indicated that student teachers should fail if they do not demonstrate certain competencies, but should be allowed a second chance.
   (Currently school-university personnel tend to give low grades and qualified recommendations to student teachers who perform ineffectively.)
6. The respondents indicated that student teachers should have the opportunity to experiment with a variety of techniques and try innovative activities while student teaching.
   (Many school personnel limit strictly the extent to which student teachers may initiate innovative projects and activities.)

Answers to Research Question Four: What Are the Opinions of Cooperating Teachers Toward Inservice Education of School Personnel?

Item 8: Cooperating teachers should have taken a college course in Supervision of Student Teachers to qualify as cooperating teachers.

The data indicate that 6 percent of the males and females registered strong agreement to the requiring of a course in supervision. Twenty-two percent indicated agreement, a total favorable reaction of 28 percent. However, 43 percent disagreed that a course in supervision is essential to service as a cooperating teacher and 12 percent strongly disagreed, a combined negative response of 55 percent. Sixteen percent of the respondents were undecided on the issue.

Table 61 which deals with the same item but uses the sizes of schools as categories indicates, when the data are collapsed, that

TABLE 60

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 8

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	12	4.03	16	9.64	28	6.03
Agree	55	18.46	49	29.52	104	22.42
Undecided	53	17.78	23	13.86	76	16.38
Disagree	133	44.63	66	39.76	199	42.89
Strongly Disagree	45	15.10	12	7.22	57	12.28
Total	298	100.00	166	100.00	464	100.00

53 percent in the under 500, 56 percent in the 500-999 category, 51 percent in the 1,000-1,999 category, and 62 percent in the over 2,000 disagreed that teachers should have a course in supervision. It can be concluded from Tables 60 and 61 that cooperating teachers did not think that a course in the Supervision of Student Teachers should be required.

TABLE 61

RESPONSES TO ITEM 8 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	6	8.82	5	4.76	15	8.77	2	1.67
Agree	16	23.53	24	22.86	42	24.56	22	18.33
Undecided	10	14.71	17	16.19	27	15.79	22	18.33
Disagree	30	44.12	47	44.76	76	44.45	46	38.33
Strongly Disagree	6	8.82	12	11.43	11	6.43	28	23.34
Total	68	100.00	105	100.00	171	100.00	120	100.00

Item 9: Cooperating teachers should be required to take college workshops in teaching techniques every few years to continue receiving student teachers.

Table 62 contains the reactions of the respondents to this item using male, female, and total categories. The males' opinions toward

workshops in teaching techniques were negative. Collapsing the data in the two negative categories reveals that 53 percent of males disagreed on the workshop concept. To complete the picture, the female respondents provided data which differed only slightly from those of the males as indicated in Table 62. Approximately 9 percent of the females strongly agreed, 37 percent agreed, and 8 percent were undecided. A collapsing of the data indicates that approximately 46 percent of the females agreed and 45 percent disagreed. However, a majority of the total group reject required college workshops in teaching techniques as a criterion for service as a cooperating teacher.

TABLE 62

MALE, FEMALE, AND TOTAL RESPONSES TO ITEM 9

	Male		Female		Total	
Response	N	%	N	%	N	%
Strongly Agree	13	4.36	15	9.04	28	6.03
Agree	84	28.19	62	37.35	146	31.47
Undecided	43	14.43	14	8.43	57	12.28
Disagree	124	41.61	64	38.55	188	40.52
Strongly Disagree	34	11.41	11	6.63	45	9.70
Total	298	100.00	166	100.00	464	100.00

Table 63 presents a picture of the cooperating teachers' opinions regarding the special inservice involvement under study using the four enrollment categories. A collapsing of the data reveals that 41 percent in the under 500 category, 50 percent in the 500-999 category, 46 percent in the 1,000-1,999 category, and 61 percent in the over 2,000 category disagreed with Item 9 stated above. The opinions of the teachers in northeast Missouri seem to parallel the opinions of teachers around the country. As indicated in the review of the literature, teachers do not

wish to spend their free time attending college workshops designed to prepare them for the role of cooperating teacher.

TABLE 63

RESPONSES TO ITEM 9 GROUPED BY THE FOUR ENROLLMENT CATEGORIES

	Under 500		500-999		1000-1999		Over 2000	
Response	N	%	N	%	N	%	N	%
Strongly Agree	5	7.35	5	4.76	14	8.19	4	3.33
Agree	26	38.24	34	32.38	56	32.75	30	25.00
Undecided	9	13.24	13	12.38	22	12.86	13	10.83
Disagree	24	35.29	44	41.91	70	40.94	50	41.67
Strongly Disagree	4	5.88	9	8.57	9	5.26	23	19.17
Total	68	100.00	105	100.00	171	100.00	120	100.00

The opinions of the cooperating teachers offered in response to the items related to the fourth research question of this study also support the hypothesis through the rejection of required workshops or courses in the superivision of student teachers as is apparent in their preference for the practices listed below:

1. The respondents indicated that they should not be required to take a college course in the superivision of student teachers to quality as cooperating teachers.
   (Presently cooperating teachers are urged, but not required, to take a course in the supervision of student teaching.)
2. The respondents indicated they should not be required to take college workshops in teaching techniques every few years to continue receiving student teachers.
   (Cooperating teachers are encouraged, but are not required, to participate in workshops in teaching techniques. The literature indicated that many teachers are not opposed to

workshops, but are opposed to their being held on campus. Many teachers prefer that such workshops be held at their school locations.)

Acceptance of the Hypothesis

The items related to each of the four research questions elicited opinions from cooperating teachers which seem to indicate preferences for substantial changes in existing practices. Thus, the hypothesis was considered accepted.

In numerous cases the selection of the same survey item alternative by at least 50 percent of the respondents seems to indicate preferences for changes in existing practices. A list of program areas related to these practices follows:

1. The amount of teaching experience required for service as a cooperating teacher.
2. The use of observation by university supervisors in the process by which cooperating teachers are selected and assigned.
3. The length of student teaching periods and the grade levels included.
4. The content of preparation programs for prospective teachers intending careers in rural and urban environments.
5. The performance competencies to be modeled by cooperating teachers and demonstrated by student teachers.
6. The status of student teachers in their assigned schools.
7. The role of university supervisors in their student teachers' assigned schools.

8. The formulation and distribution of evaluation criteria.

9. Inservice training for cooperating teachers.

The above analysis of the respondents' opinions seems to lend itself to adaptation in a model for revising practices in student teacher placement and evaluation. The interlocking circles represent the co-operation characteristic of effective school-university planning. The listings indicate the areas in which the participants' opinions seemed to indicate preferences for changes in existing practices.

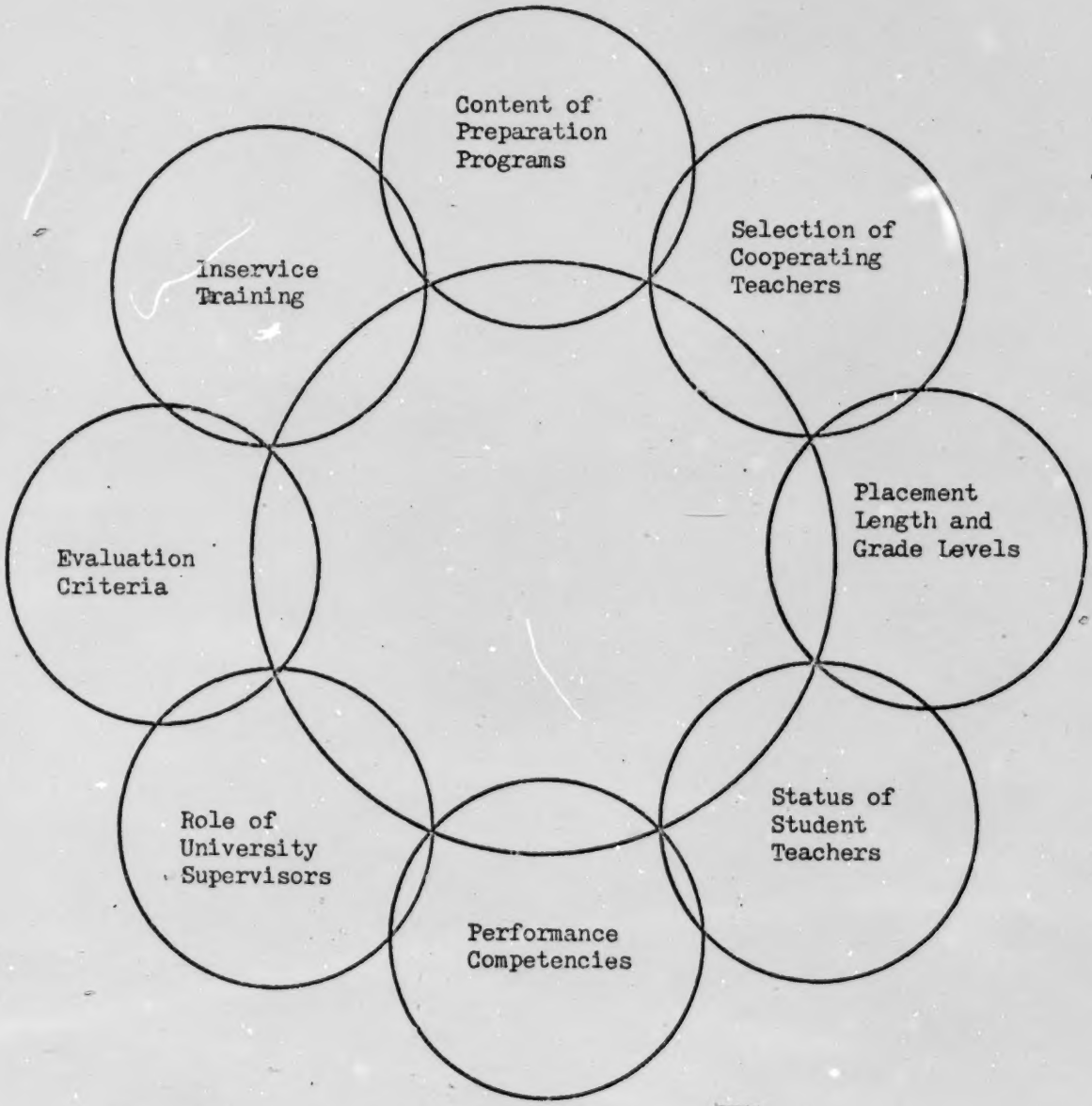

FIGURE 4

A MODEL FOR REVISING PRACTICES IN STUDENT TEACHER PLACEMENT AND EVALUATION

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Purpose

The purpose of this study was to identify the opinions of social studies cooperating teachers toward student teacher placement, role relationships, evaluation, and inservice education.

Hypothesis

The literature reviewed in Chapter II and the researcher's experience with several student teaching programs provided the basis for the following hypothesis: social studies cooperating teachers' opinions toward student teacher placement and evaluation will indicate that substantial changes are necessary in existing programs.

Methodology

The subjects employed in this study were 1974-75 Missouri social studies teachers selected at random as a sample of teachers from the service area of Northeast Missouri State University. Eight hundred fifty social studies secondary teachers were selected to receive a thirty-one item survey instrument. The five alternative items were designed to elicit answers to the following research questions:

1. What are the opinions of cooperating teachers toward student teacher placement?
2. What are the opinions of cooperating teachers toward role relationships in student teacher placement?

3. What are the opinions of cooperating teachers toward student teacher evaluation?
4. What are the opinions of cooperating teachers toward inservice education for school supervisors of student teachers?

Of the 660 questionnaires returned, 464 were from cooperating teachers and were usable in this study. The data obtained through the use of the survey instrument were tabulated using two different configurations: by numbers and percentages for males, females, and totals and by numbers and percentages according to the four school enrollment categories.

Key Findings

The items related to each of the four research questions elicited opinions from cooperating teachers which seem to indicate preferences for substantial changes in existing practices; thus, the hypothesis was considered accepted.

Responses communicating such preferences for changes which were given by at least 50 percent of the cooperating teachers are listed below:

1. That cooperating teachers have at least three years teaching experience.
2. That cooperating teachers be observed by university supervisors before student teachers are assigned.
3. That student teaching assignments be at both the junior and senior high school levels.
4. That preparation be different for student teachers desiring placement in rural and urban environments.

5. That cooperating teachers demonstrate the teaching competencies expected of student teachers.
6. That cooperating teachers be compensated in cash.
7. That university supervisors be free to visit student teachers at any time.
8. That student teachers be accepted as teacher colleagues and members of faculties.
9. That university supervisors act as consultants of teaching and learning activities.
10. That student teaching be for a full semester.
11. That performance criteria be stated in behavioral terms.
12. That evaluation criteria be distributed to student teachers before the beginning of their placement periods.
13. That cooperating teachers make recommendations to prospective employers.
14. That student teachers fail if they do not demonstrate certain competencies, but be allowed second chances.
15. That student teachers be allowed to experiment with a variety of techniques and try innovative activities while student teaching.
16. That campus-based training in supervision not be required for service as a cooperating teacher.

Model for Revising Practices in Student Teacher Placement and Evaluation

The above cooperating teacher preferences provided the basis for the formulation of a model for revising practices in student teacher

placement and evaluation. The interlocking circles represent the co-operation characteristic of effective school-university planning. The listings indicate the areas in which the participants' opinions seemed to indicate preferences for changes in existing practices.

Recommendations

The literature surveyed in Chapter II, the cooperating teachers' opinions, and a study of present practices in northeast Missouri led to the following recommendations for the improvement of the placement and evaluation of student teachers:

1. Consideration should be given to establishing three years of teaching experience as a criterion for service as a cooperating teacher.
2. Consideration should be given to the observation of social studies teachers by university supervisors before student teachers are assigned.
3. School-university personnel should consider placing student teachers at both the junior and senior high school levels.
4. Consideration should be given to different preparation for students desiring to teach in rural and urban areas.
5. Consideration should be given to developing a list of performance competencies which cooperating teachers would model.
6. Consideration should be given to selecting social studies teachers who can accept student teachers as colleagues and as members of their faculties.
7. University supervisors should consider refining their roles to include more service as consultants of teaching and learning activities.

8. School and university personnel should consider extending the student teaching experience to a full semester. If a full semester is considered, half of the period should be in a junior high situation and half in a senior high situation.
9. Cooperating teachers should consider stating the competencies expected of student teachers in behavioral terms.
10. Consideration should be given by cooperating teachers to distributing evaluation criteria to the student teachers prior to the student teaching experience.
11. School-university personnel should give consideration to cooperating teachers providing recommendations directly to prospective employers of student teachers.
12. Consideration should be given to failing student teachers who do not demonstrate stipulated competencies instead of issuing low grades and poor recommendations. These students should be allowed second opportunities if they so desire.
13. Cooperating teachers should give consideration to allowing student teachers to try a variety of innovative techniques.
14. Consideration should be given to providing inservice training in the supervision of student teachers within school districts instead of on university campuses.

APPENDIX A:

PARTICIPATING SCHOOLS

PARTICIPATING SCHOOLS

Adair County

Novinger
Kirksville

Putnam County

Unionville

Schuyler County

Lancaster
Queen City

Scotland County

Memphis

Clark County

Wyaconda
Kahoka

Sullivan County

Milan
Newtown Harris

Knox County

Knox County High

Lewis County

Canton
Lewistown
Highland

Linn County

Meadville
Marceline
Brookfield

Lincoln County

Elsberry
Troy

Macon County

Atlanta
Bevier
LaPlata
Macon

Shelby County

North Shelby
South Shelby

Marion County

Palmyra
Hannibal

Chariton County

Northwestern-Mendon
Brunswick
Keystesville
Salisbury

Randolph County

Clark
Higbee
Westran
Moberly

Monroe County

Monroe City
Madison
Paris

Halls County

Mark Twain-Center

Howard County

New Franklin
Fayette
Glasgow

Boone County

Southern-Ashland
Hallsville
Sturgeon
Centralia
Columbia

Audrain County

Laddonia
Vandalia
Mexico

Pike County

Bowling Green
Louisiana

Callaway County

North Callaway
New Bloomfield
Fulton

Montgomery County

Wellsville
Montgomery City

Warren County

Wright City
Warrenton

St. Charles County

Fort Zumwalt
Francis Howell
Wentzville
St. Charles
Orchard Farm

St. Louis County

Hazelwood
Ferguson
Pattonville
Rockwood
Kirkwood
Lindbergh
Mehlville
Parkway
Affton
Bayless
Berkeley
Brentwood
Clayton
Hancock Place
Jennings
Kinloch
Ladue
Maplewood Richmond Heights
Normandy
Ritenour
Riverview Gardens
University City
Valley Park
Webster Groves
Wellston

St. Louis City

Beaumont
Central
Cleveland
Lincoln
McKinley
Northwest
Roosevelt
Soldan
South Grand Work Study
Southwest
Sumner
Vashon

APPENDIX B:

COVER LETTER MAILED WITH QUESTIONNAIRE

Northeast Missouri State University
Kirksville, Missouri 63501

NMSU
Phone 816 665-5121

August 28, 1974

Dear Social Studies Teacher:

You have been selected as one of the social studies teachers in the State of Missouri to participate in a Social Studies Teacher Education survey. The purpose of this survey is to identify the cooperating teachers' attitudes and opinions as they relate to student teacher placement and evaluation.

Your answers to the items in the survey will be treated in strict confidence and will be used by the researcher for statistical purposes only. Once the data is compiled, the questionnaires will be destroyed. By answering the questions honestly you will provide me with information which will be most helpful in completing an important study concerning teacher education.

Please return this survey by September 10, 1974 so that I can meet existing deadlines. I have enclosed a self addressed stamped envelope for your convenience.

Thank you.

William H. Kitts

Mr. William H. Kitts
Social Science Education
Northeast Missouri State University
Kirksville, Missouri 63501

APPENDIX C:

QUESTIONNAIRE

Name (Optional): _____

Sex: _____ Name of School _____

Approximate enrollment of school: (Circle One) Under 500 500-999 1000-1999 Over 2000

Highest Degree Held: (Circle One) B.S. M.A. Ed.S. Doctoral

Years Teaching Experience: (Circle One) 1-3 4-6 7-9 10+

Number of Student Teachers: (Circle One) 1-3 4-6 7-9 10+

DIRECTIONS: The items below should be answered with your opinion only. There are no "correct" answers. Please circle the number to the right of each item to represent your attitude regarding the cooperating teacher's relationship to the student teacher regarding placement and evaluation.

SCALE: 5 - strongly agree
4 - agree
3 - undecided
2 - disagree
1 - strongly disagree

1.	Cooperating teachers should have a minimum number of years teaching experience.	5	4	3	2	1
2.	If you "agreed" with item #1, how many years of teaching experience should be a minimum? One Year (Circle 5) Two Years (Circle 4) Three Years (Circle 3) Four or more Years (Circle 2)	5	4	3	2	1
3.	Cooperating teachers should have tenure in their school system.	5	4	3	2	1
4.	Student teaching should be for an eight-week period.	5	4	3	2	1
5.	Student teaching should be for less than eight weeks.	5	4	3	2	1
6.	Student teaching should be for a full semester.	5	4	3	2	1
7.	Cooperating teachers feel that student teachers will reject suggestions except those applicable to the current situations.	5	4	3	2	1
8.	Cooperating teachers should have taken a college course in Supervision of Student Teachers to qualify as a cooperating teacher.	5	4	3	2	1
9.	Cooperating teachers should be required to take college workshops in teaching techniques every few years to continue receiving student teachers.	5	4	3	2	1

10. Cooperating teachers classroom teaching should be observed by University supervisors before student teachers are assigned.	5	4	3	2	1
11. Cooperating teachers should have the sole responsibility for the evaluation of the student teacher.	5	4	3	2	1
12. Cooperating teachers should develop the criteria used in the evaluation of the student teachers.	5	4	3	2	1
13. Student teacher competencies (knowledge, skills, behaviors) to be evaluated should be stated in terms of observable behaviors.	5	4	3	2	1
14. Criteria to be used in evaluating student teaching competencies should be distributed to student teachers before instruction begins.	5	4	3	2	1
15. Cooperating teachers should make recommendations to prospective employers concerning student teachers.	5	4	3	2	1
16. University supervisors should visit schools only when requested by the cooperating teacher or the student teacher.	5	4	3	2	1
17. Student teachers should fail if they do not demonstrate certain competencies.	5	4	3	2	1
18. If student teachers fail they should take student teaching a second time.	5	4	3	2	1
19. Student teachers should have the opportunity to experiment with a variety of techniques during student teaching.	5	4	3	2	1
20. Student teachers should be free to try innovative activities while student teaching.	5	4	3	2	1
21. Cooperating teachers should consider student teachers as teacher colleagues when they begin their student teaching.	5	4	3	2	1
22. Cooperating teachers feel that the student teacher should be accepted as a member of the faculty.	5	4	3	2	1
23. Student teaching should be done in junior or senior high school but not in both.	5	4	3	2	1
24. Student teaching should be done in both junior and senior high school.	5	4	3	2	1
25. Separate certification should be granted for junior and senior high school teachers.	5	4	3	2	1
26. Student teacher preparation should be different for urban and rural student teachers.	5	4	3	2	1

BEST COPY AVAILABLE

27. If you "strongly agree" or "agree" to item 26 answer item 27. Urban student teaching preparation should deal with techniques involving controversial issues such as crime, sex, racialism, etc.	5	4	3	2	1
28. If you "strongly agree" or "agree" to item 26 answer item 28. Urban student teaching preparation should deal with techniques involving controversial issues such as agricultural economy, soil use, and rural socialization.	5	4	3	2	1
29. Cooperating teachers should take student teachers without monetary compensation.	5	4	3	2	1
30. Cooperating teachers feel the university supervisors role should change from advisor to consultant of teaching and learning activities.	5	4	3	2	1
31. Cooperating teachers should demonstrate teaching competencies that student teachers should attain.	5	4	3	2	1

BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

I. Books, Pamphlets, and Government Publications

Allen, Dr. Dwight W. Teacher Education "Yes". Kirksville: Simpson Printing Company, 1973.

Bennie, William A. Supervising Clinical Experiences in the Classroom. New York: Harper and Row, 1972.

Blair, Lois C. and Erickson, Paul. The Student Teacher's Experiences in the Community. Iowa: The Association for Student Teaching Bulletin, No. 21, 1964.

Brown, Thomas J. Student Teaching in a Secondary School. New York: Harper and Brothers, 1960.

Burnham, Reba M. and King, Martha L. Supervision in Action. Washington, D. C.: National Education Association, 1961.

Burns, Dr. W. J. and others. Teacher Education Centers: Do They Help Student Teachers Attain Their Learning Goals? Ohio: Cleveland Commission on Higher Education as part of the Project to Stimulate Innovation in Teacher Education, 1973.

Byers, Loretta and Irish, Elizabeth. Success in Student Teaching. Boston: D. C. Heath and Company, 1961.

Corrigan, Dr. Dean and Garland, Dr. Colden. Studying Role Relationships. Washington, D. C.: The Association for Student Teaching Research Bulletin No. 6, 1966.

Curtis, Dwight K. and Andrews, Leonard O. Guiding Your Student Teacher. Englewood Cliffs: Prentice-Hall, Inc., 1954.

Denemark, George W. and Yff, Joost. Obligation for Reform. Washington, D. C.: American Association of Colleges for Teacher Education, 1974.

Devor, John W. The Experience of Student Teaching. New York: The Macmillan Company, 1965.

Edwards, Helen E. Building Good Relationships: A Major Role of the College Supervisor. Washington, D. C.: Association for Student Teaching Bulletin, No. 16, 1961.

Elam, Stanley. Performance-Based Teacher Education. Washington, D. C.: American Association of Colleges for Teacher Education, 1971.

Executive Committee. A Guide to Professional Excellence in Clinical Experiences in Teacher Education. Washington, D. C.: Association for Student Teaching, 1970.

_____. Guidelines for Student Teaching Programs in Missouri. Missouri Unit: Association of Teacher Educators, Fulton: Graphic Arts Department, Missouri School for the Deaf, 1971.

_____. Guidelines to Clinical Experiences in Teacher Education. Washington, D. C.: Association of Teacher Educators, 1970.

_____. The College Supervisor. Washington, D. C.: Association for Student Teaching, 1968.

_____. The Supervising Teacher: Standards for Selection and Function. Washington, D. C.: Association for Student Teaching, 1966.

Fenton, Edwin. The New Social Studies. New York: Holt, Rinehart and Winston, 1967.

Fox, Robert S. Teaching in the Small Community. Washington, D. C.: National Education Association, 1956.

Henry, Marvin A. and Beasley, W. Wayne. Supervising Student Teachers the Professional Way. Indiana: Sycamore Press, 1972.

Hilliard, Pauline and Durrance, Charles L. Guiding Student Teaching Experiences. Washington, D. C.: Association for Student Teaching Bulletin, No. 1, 1968.

Hunt, Douglas W., Project Director. Guidelines for Cooperating Teachers. Washington, D. C.: National Association of Secondary School Principals, 1969.

_____. Guidelines for Principals. Washington, D. C.: National Association of Secondary School Principals, 1969.

_____. Welcome to Teaching! Washington, D. C.: National Association of Secondary School Principals, 1969.

Hunter, Elizabeth and Furst, Norma. "Student Teaching as Preparation for Work in Inner City Schools." Educational Comment 1967 on Student Teaching. Ohio: The University of Toledo, 1967.

Johnson, James A. A Brief History of Student Teaching. Illinois: Creative Educational Materials, 1968.

_____. A National Survey of Student Teaching Programs. Maryland: Multi-State Teacher Education Project, 1968.

Lauby, Cecilia J., ed. Theoretical Bases for Professional Laboratory Experiences in Teacher Education. Washington, D. C.: National Education Association, 1969.

Leeper, Robert R., ed. Role of Supervisor and Curriculum Director in a Climate of Change. New York: Association for Supervision and Curriculum Development, 1965.

Lindberg, Lucile. "Student Teaching in the Inner City." Educational Comment 1967 on Student Teaching. Ohio: The University of Toledo, 1967.

Lindsey, Margaret, and Associates. Inquiry into Teaching Behavior of Supervisors in Teacher Education Laboratories. New York: Teachers College Press, 1969.

Lovell, John T., ed. Supervision: Perspectives and Propositions. Washington, D. C.: Association for Supervision and Curriculum Development, National Education Association, 1967.

Lucio, William H. "Evaluating Instructional Behavior." Educational Comment 1967 on Student Teaching. Ohio: The University of Toledo, 1967.

Lucio, William H., ed. The Supervisor: New Demands New Dimensions. Washington, D. C.: National Education Association, 1969.

McGeoch, Dorothy M., ed. Professional Growth Inservice of the Supervising Teacher. Forty-fifth Yearbook of the Association for Student Teaching. Washington, D. C.: National Education Association, 1966.

Masla, John A. and Arends, Robert L. Related Problems and Strategies for the Development and Implementation of CDTE Programs. New York: State University College at Buffalo, 1973.

Milner, Ernest J. The Supervising Teacher. Thirty-eighth Yearbook of the Association for Student Teaching. Iowa: Wm. C. Brown Co., Inc., 1959.

Perrodin, Alex F., ed. Research and Professional Experiences in Teacher Education. Iowa: The Association for Student Teaching, Bulletin, No. 29, 1970.

Putt, Robert C. Working with the Student Teacher. New York: The Instructor Publications, Inc., 1971.

Rippey, Andrew D., ed. Evaluating Student Teaching. Thirty-Ninth Yearbook of the Association for Student Teaching. Iowa: Wm. C. Brown Co., Inc., 1960.

Schooler, Virgil E. "Pass-Fail System of Marking in Student Teaching." Educational Comment 1967 on Student Teaching. Ohio: The University of Toledo, 1967.

Spanjer, R. Allan. Teacher Preparation: Supervision and Performance. Washington, D. C.: Association of Teacher Educators, 1972.

Stratemeyer, Florence B. and Lindsey, Margaret. Working with Student Teachers. New York: Bureau of Publications of the Teachers College Columbia University, 1958.

Tanruther, Edgar M. Clinical Experiences in Teaching for the Student Teacher or Intern. New York: Dodd, Mead and Company, 1968.

Wiggins, Sam P. The Student Teacher in Action. Boston: Allyn and Bacon, Inc., 1957.

Wisniewski, Richard, ed. Teaching About Life in the City. Forty-second Yearbook of the National Council for the Social Studies. Washington, D. C.: National Education Association, 1972.

Raths, James, ed. The Supervisor: Agent for Change in Teaching. Washington, D. C.: National Education Association, 1966.

II. Journal Articles

Bennie, William A. "Compensating Co-operating Teachers." The Journal of Teacher Education 12 (June 1961): 223-224.

Blake, Garth K. "Your Student Teacher: A Burden or a Blessing?" The Journal of Teacher Education 10 (December 1959): 458-460.

Bowers, Norman D. and Scofield, Alice G. "Evaluating the Supervision of Student Teachers." The Journal of Teacher Education 10 (December 1959): 461-467.

Brazziel, Wm. F. Jr. "Organizing for Full-Time Student Teaching." The Journal of Teacher Education 12 (June 1961): 232-234.

Campbell, Lloyd P. and Williamson, John A. "Practical Problems in the Student Teacher Cooperating Teacher Relationships." Education (1973): 168-169.

Carlson, Kenneth. "Preparation of Social Studies Teachers." The Educational Digest 37 (March 1972): 52-53.

Dressel, Fred B. "Student Teaching--The Public School's Responsibility." School and Society 98 (March 1970): 163-164.

Gantt, Walter N. and Davey, Beth. "Pre-Student Teachers React to Field Supplemented Methods Courses." Educational Leadership 31 (December 1973): 259-262.

Garner, Art and Webb A. Bert. "Emerging Roles Among Partners in Teacher Education." The Teacher Educator 9 (Spring 1974): 18-21.

Haberman, Martin, ed. "With the Researchers." The Journal of Teacher Education 23 (Fall 1972): 375-387.

Hinkemeyer, Michael. "Speculative Departures in Teacher Preparation." The Clearing House 47 (October 1972): 91-95.

Miller, Richard I. "Teacher Education and Preparation for the 21st Century." School and Society 98 (Summer 1970): 278-281.

Nelson, Miles A. "Cooperating Teacher Training." The Journal of Teacher Education 23 (Fall 1972): 367-370.

Ornstein, Allan C. "Some Possible Hazards Inherent in Evaluating Teacher Education Programs." The Journal of Teacher Education 22 (Fall 1972): 294-295.

Schooler, Virgil E. "A Survey of the Organization and Administration of Student Teaching in Selected Teacher Education Institutions." Bulletin of the School of Education 41 (November 1965): 1-45.

Shuman, R. Baird. "A New Model Is Needed in Teacher Training." The Clearing House 47 (October 1972): 120-124.

Sinclair, Ward and Peters, Leslie K. "Cooperating Teacher-Student Teacher As a Learning Team." The Clearing House 44 (February 1970): 430-432.

Snider, Sally Cupp and Butefish, William L. "A New Kind of Student Teaching." Tennessee Teacher 39 (May 1972): 13.

Talmage, Harriet and Monroe, George E. "A New Perspective on Student Teaching." The Clearing House 44 (February 1970): 330-333.

Trimmer, Russell L. "Tell Us More, Student Teacher!" The Journal of Teacher Education 12 (June 1961): 225-230.

Vairo, Philip D. and Perie, William M. "Preparation of the Cooperating Teacher." The Clearing House 48 (November 1973): 131-134.

Wilson, John and Swineford, Edwin J. "Co-operating to Improve." The Journal of Teacher Education 10 (December 1959): 479-480.

Wright, Robert E. "A New Angle on Job Placement for Student Teachers." Today's Education 61 (May 1972): 37.